

# THE *Nation's Schools*

## March

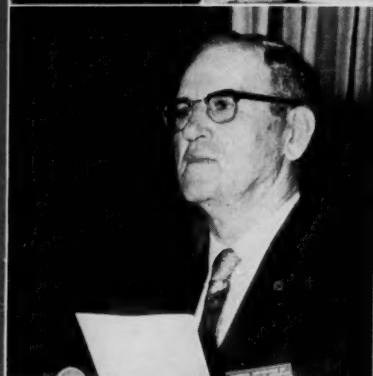
*Changes Ahead in Teacher Education*  
*Are School Boards Too Professional?*  
*Purchases With the Lamp of Learning*  
*Training Those Technicians and Mechanics*  
*How to Improve Reading in High School*  
*Checklist Stretches the Maintenance Dollar*  
*Citizens Committees Are Only Advisers*  
*Equipping an Audio-Visual Center*  
*How Administrators View Homework*  
*Decentralizing the Big High School*  
*Conventions: Administrators, Principals*

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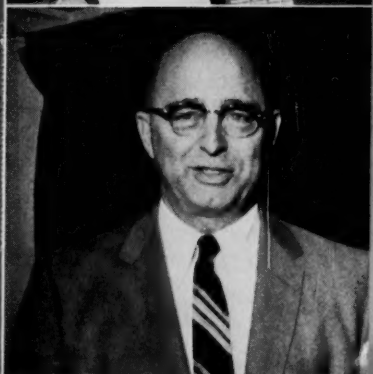
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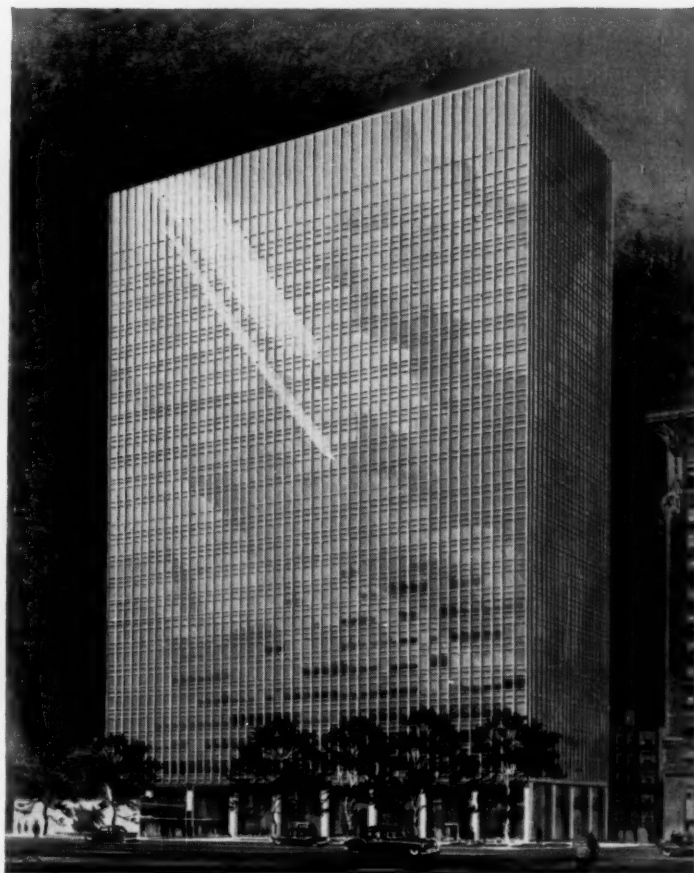
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# THE *Nation's Schools*

MARCH 1958

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

Vol. 61, No. 3

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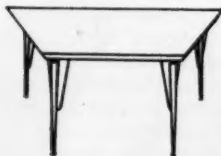
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**Salary discrimination is bad policy . . . No cafeterias in neighborhood schools . . . Let teachers select own leaders**

By CALVIN GRIEDER, professor of school administration, University of Colorado

**Don't discriminate for science and mathematics teachers.** Paying salaries above the normal schedule to science and mathematics teachers is one of the thousand and one proposals being bandied about for the improvement of education. This suggestion is rather widely advocated by apparently responsible and well intentioned citizens as a necessary measure to relieve the acute shortage of teachers in these fields. I have not heard of any support for it coming from teachers or administrators, however.

Undoubtedly, more college students could be induced to become teachers of science and math if the salary differential were large enough to compete with prospects in industry. How large the difference would have to be is hard to say, especially as salary is not the sole reason for the shortage of teachers. Probably extra pay between \$1000 and \$2000 per year would achieve desired results partly.

But I hope very much that such a plan will not be resorted to. In the first place it would deal a severe blow to the morale of teachers in all other fields. Some experience on this score was had in vocational education during the Twenties and Thirties when those teachers were paid more.

Extra pay for work in any selected teaching field or fields depreciates the value of teaching in other fields. Is teaching science and mathematics more valuable than, say, the teaching of the mother tongue and its literature? Or foreign languages? Or music? Or history and geography? Or the primary grades?

It is impossible, I think, to assign an order of priority to the standard school subjects. We need the best teachers and enough teachers for all of them. Paying those who work in one or two selected fields more than others would rightly be regarded by the latter as highly discriminatory.

In the second place, the teacher shortage is by no means limited to science and mathematics. There is a shortage of well qualified teachers in all subjects and at all levels. Recent spectacular achievements by the U.S. S.R. in science and technology have,

it is true, turned our attention to science and mathematics as never before. The shortage in other fields still exists even though it is submerged under the tidal wave of concern about science and math. For example, just last fall several administrators told me they had difficulty in procuring teachers of English.

Basically the manpower shortage in many occupations, including teaching, is a natural result of the low birth rates of the Depression. The relatively small number of children born then are called on now to carry a disproportionately heavy burden created by unprecedented increases in the number of children and old folk. Signs point to some relief from five to 10 years from now, as we begin to fill our manpower needs from the larger reservoir of those who were born since the Depression.

**School lunch inconsistent in "neighborhood schools."** In schoolhouse planning and surveys, elementary schools are always thought of as "neighborhood schools." The provision of cafeterias and lunchrooms is a departure from this concept.

Elementary schools in built-up areas, ideally and in practice, are usually located within easy walking distance of pupils' homes. An intermission of an hour or more at noon is scheduled so that pupils *can* go home for lunch and have a short break from school-room regimen. Teachers tell me that pupils who go home for lunch get through the afternoon session better.

In providing for food service in elementary schools, we depart from the concept of the neighborhood school and take on a responsibility that belongs to the family. Many administrators are not ready to give up the neighborhood school idea or to injure the well established partnership relation of home and school. In this instance, however, we have an example of saying one thing and doing something incompatible with what we say.

Is it not justifiable to expect parents to take care of their children at home or to make private arrangements

if neither parent is at home? Is it not a parental responsibility to see that children are fed? Should schools assume responsibilities of this kind, even though the parents are willing to pay?

In sparsely settled areas where children must be transported to school and remain there all day, school food service must be provided, of course. It is probably necessary to furnish a lunchroom and perhaps one hot dish in some urban schools for the few pupils who are transported. These programs should be regarded as exceptions to the general principle that elementary school pupils go home for lunch.

The current wave of reexamination of what schools should do and seek to accomplish will turn up other similar problems. Some of these will be noted occasionally in the Clinic.

**Try teacher committees in selecting administrators.** Selection of their leaders by the members of a group is one of the earmarks of democratic administration. That is, in the democratic process leadership is conferred rather than seized or assumed, or foisted on a group by an outside power.

In teaching, however, groups of teachers seldom have a part in selecting their leaders, at least such official leaders as principals, supervisors and superintendents. It is a rare thing for the teachers in any one building, for example, to participate in choosing a principal for that building.

A few school systems do employ committees of teachers to help screen and interview candidates for principalships, and considerably fewer extend this practice to the superintendency.

Theoretically, a principal or superintendent whose selection is based partly on the recommendation of teachers should have a good chance for success. The teachers would have a lively interest in helping their chosen leader be successful.

Practically speaking, a school board would need to have assurance of the professional integrity and competence of the teachers and their representatives. It is conceivable that a group could recommend someone who would be only their stooge. The board should not surrender its responsibility—in fact it could not legally do so—for making appointments.

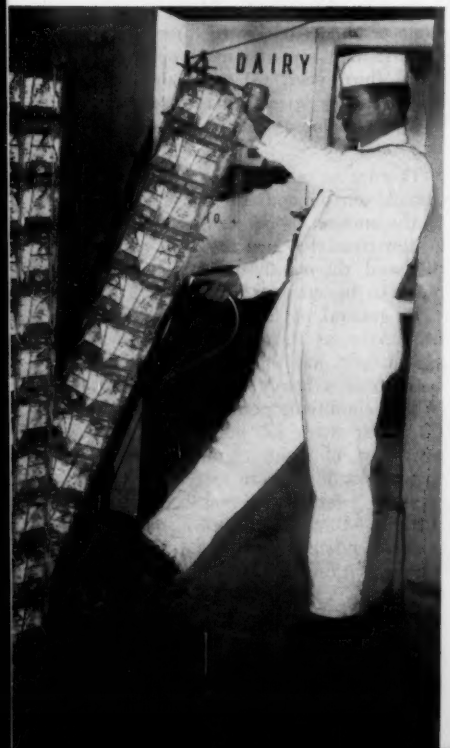
The participation of teachers in filling key positions ought to be tried more widely, with awareness of the possible dangers. It might help bring teaching and administration into more harmonious relationship. It would give more meaning to the principle that administration is a service function whose reason for being is the facilitation of instruction. #



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## READER OPINION

### Clarify Definitions of the Mental Deviate

With all the present propaganda about the schools' responsibility in providing for the lower than average mental deviate it seems imperative that schools accurately classify these children.

To confine this discussion only to the mental deviate will clear the frame of reference. A survey I did early in 1956 revealed the following information on state laws:

The number of states with legislation providing for mentally retarded children is 25; the number with no legislation is 22. One state did not report. In their provisional bills the children were defined as:

Custodial: I.Q. 0-50

Trainable: I.Q. 35-60

Educable: I.Q. 45-80

There is some overlapping in I.Q. range, but other factors are taken into account when considering the placement of these children in school situations. California, in particular, identifies its programs as Point One (.1) and Point Two (.2) for the trainable and educable, respectively.

The custodial child is considered a crib patient and needs institutional care. The trainable child can be trained in self-help (feeding, toileting, dressing, self-entertainment); he is not necessarily an institutional case and is more likely to fit into a public school program if one is provided.

The educable child is considered to have sufficient intelligence to (1) master the rudiments of the three R's; (2) absorb sufficient training for unskilled jobs, and (3) become sufficiently socialized to fulfill the basic demands of taking a simple place in our complex society.

My main point is that there needs to be a clarification of definitions if we insist upon categorizing these children for educational purposes.

If administrators are going to think more seriously about special education, they must forget their present connotations of the terms in use and think of them in the frame of reference of the special educator.

It is my suggestion that people in positions of leadership in our public schools call in qualified people to advise them on trends in special education and also that they set up inservice training courses on problems and procedures in establishing special education programs. In these ways they can work with special education people, establish good public relations, and facilitate cooperative parent effort.—MARY E. M. THOMAN, instructor, special education, University of Colorado

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In general, it is well to apply as little paint as is necessary to give a satisfactory job, thus avoiding the buildup of a heavy coating of paint. Where conditions permit, it is best to do a fair wash job and follow with one coat of paint. Unless environmental conditions are extremely bad, painting every three years cannot be justified.—B. M. WILSON, assistant superintendent of school buildings, Rochester 14 N.Y.





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and  
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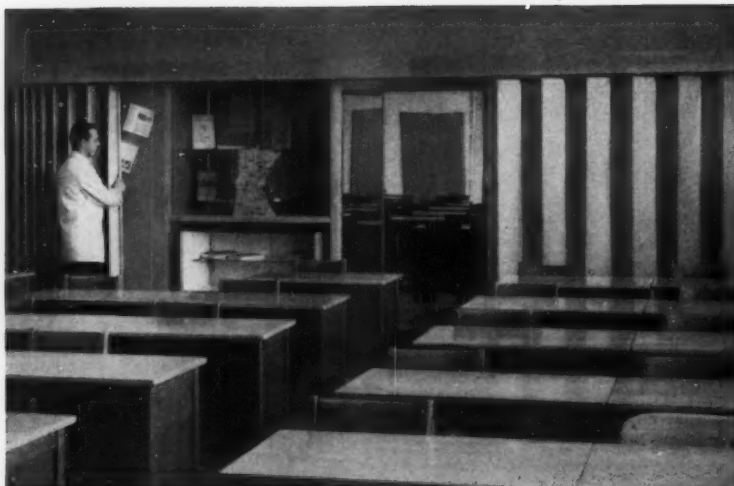
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## LETTERS TO THE EDITOR

### Those "Costly Palaces"

Defending its article, "Do School Pupils Need Costly Palaces?" the Reader's Digest wrote Edgar Fuller, executive secretary of the Council of Chief State School Officers, the following letter. (Dr. Fuller, who writes Wire From Washington, had suggested to the Digest that it digest the article, "Planned Propaganda,"\* from The Nation's Schools.)

Dear Mr. Fuller:

Thank you for your thoughtfulness in recommending to several members of the staff that we publish Arthur Rice's *Nation's Schools* reply to Holman Harvey's Digest article, "Do School Pupils Need Costly Palaces?" Needless to say Mr. Rice's discussion has been given a most careful reading here. But we find that direct rebuttals are seldom editorially effective in the *Digest*, with the necessarily rather long lapse of time between the appearance of the original article and the follow-up. We do not plan to use the *Nation's Schools* discussion.

Holman Harvey's article was published in the September *Reader's Digest* as an alert to taxpayers in any community to get the greatest value for their school tax dollars. The great current interest in the problem discussed in the article is shown by the unprecedented response to this first discussion on the subject on a national scale. Quotations and editorial comments have appeared in more than 400 newspapers, there has been TV and radio discussion of the piece and much local pro-and-con argumentation. The unfavorable comment—which has for the most part appeared in educational and architectural journals—has without exception ignored the fact that the *Digest* pointed out that building costs differ from community to community and that cost comparisons can therefore only be valid for the immediate area and comparable dates. While warning against extravagance in school construction, Holman Harvey certainly did not advise against the building of the 200,000 new classrooms the country needs so badly. Indeed he urged that they be built without delay.

It should be remembered that the *Reader's Digest* has regularly published articles contributing to the growth and strength of public education in the United States. . . .

Your interest in the *Reader's Digest* is appreciated.—THE EDITORS, *The Reader's Digest*, Pleasantville, N.Y.

\*"Planned Propaganda" has been reprinted by the N.E.A., the *Education Digest*, and several newspapers and state magazines. In school bond campaigns where the *Reader's Digest* article is being distributed as campaign literature, reprints of "Planned Propaganda" have been used effectively in rebuttal. More than 20,000 reprints have been supplied to individuals upon request. Copies are available at \$5 per hundred, or at a slightly higher cost for smaller quantities.

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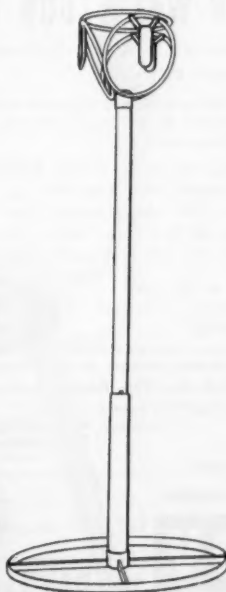
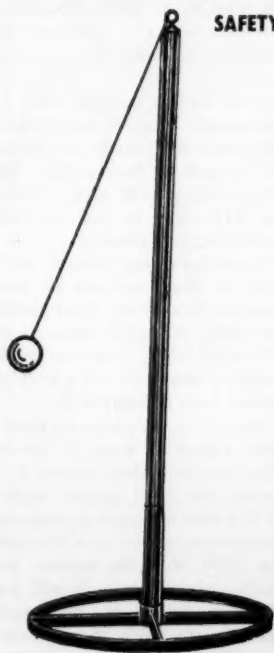
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## BOOK REVIEW

### Results of Study on What Parents Want to Know Becomes Handbook for Beginning Teachers

HELPING PARENTS UNDERSTAND THEIR CHILD'S SCHOOL. By Grace Langdon, child development consultant; research consultant, Eliot-Pearson School and Tufts University, and Irving W. Stout, director of graduate study and professor of education, Arizona State College. Prentice-Hall, Inc., 70 Fifth Ave., New York 11. Pp. 508. \$5.

The subtitle, and probably a more accurate statement of the book, is "A Handbook for Teachers." It is written for teachers of any grade in any elementary school. Administrators will find that it is a handy reference for quick consultation.

Authors Langdon and Stout interviewed 865 families in varying social and economic strata to determine what parents want to know about their child's school. The questions are interpreted and the teacher is told specifically how to answer them. Chapters are easily defined by subjects (phonics, arithmetic, school services, grading, promotion and so on) and the index is thorough. It is a simple but thoughtful book and sometimes (as in the chapter on discipline) beautifully written.

Delightful, calm and assuring though the book may be, it sets a rather slow pace for the well seasoned teacher. Its appeal is for the beginner, not yet fully confident in her methods, her ability to explain them, or her rôle with the parent. The style and pace, and even educational philosophy, are reminiscent of Miss Frances' Ding Dong School.

Once past the why's and into curriculum, the text is of real value to the teacher who needs help in anticipating and answering questions parents ask most frequently.

Is there a need for this? The school system of Winnetka, Ill., has recently recognized the need by inaugurating mock parent-teacher meetings for incoming teachers. This handbook could substitute for such experiences. Certainly most teachers have been asked to explain the meaning of phonics, use of "objective" tests, counting on fingers, noise in the classroom, corridor behavior, and funds gained from extracurricular activities. Concrete answers are provided and a few explanations are advised best left to the administrator.

#### TEACHER CONTROL STRESSED

Behind the specific suggestions lies the authors' philosophy. It would be folly to label it except to say that the purpose of teaching is not learning for learning's (or

the \$64,000 jackpot) sake, but for total growth toward responsible citizenship. Meaningful, stimulating and enjoyable experiences are frequently mentioned, but the authors do not condone a *laissez faire* attitude. They believe that children should be free from mandates of marching in line, but stoutly and often repeat that both children and parents want the teacher to have control.

The authors make it clear that a teacher should know exactly where she is going or what is the purpose of each particular lesson. The text should help her to formulate her thoughts, principles and methods clearly enough so that the parent will realize the value of her teaching, and will know precisely what his child should be learning in school and how he is learning it. On this point the book is extremely valuable for it gives concrete suggestions on how to teach reading, or arithmetic, or science; how to answer questions about discipline, grading or homework.

#### EXPLANATION TO PARENTS

The teacher is advised to pick up the specific details of what she does and hold them up for the parents to see. Specific suggestions are given on interviewing parents, setting up files on students' work, and explaining all phases of the school program. The purport of the book, then, is to aid the teacher to discern what is vital in a particular area and to relate to the parent what he wants to know.

Parents, as well as teachers, have become increasingly aware of an interworking home-school relationship, the authors found as a result of their survey. They refreshingly cite an old idea, "Talking together does away in part, at least, with wondering and guessing. . . . It is a friendly, understanding thing to do."

Though the book may not be meant for the teacher who is sure of her methods and her ability to explain them to parents, it is full of salient ideas. Any teacher will become a better one and a surer one after having been exposed to it.

It is natural for the parent to think of the whole school in terms of his own child. The interest is likely to start in the room where the child spends much of his day. It is then of utmost importance to the administrator, as well as to the parent and the child, that the teacher be a good ambassador. This book will focus her thinking and help her explain new and accepted educational ideas. — PATRICIA WERTHIMER, former primary teacher, Villa Park and Park Ridge, Ill., and Boulder, Colo.



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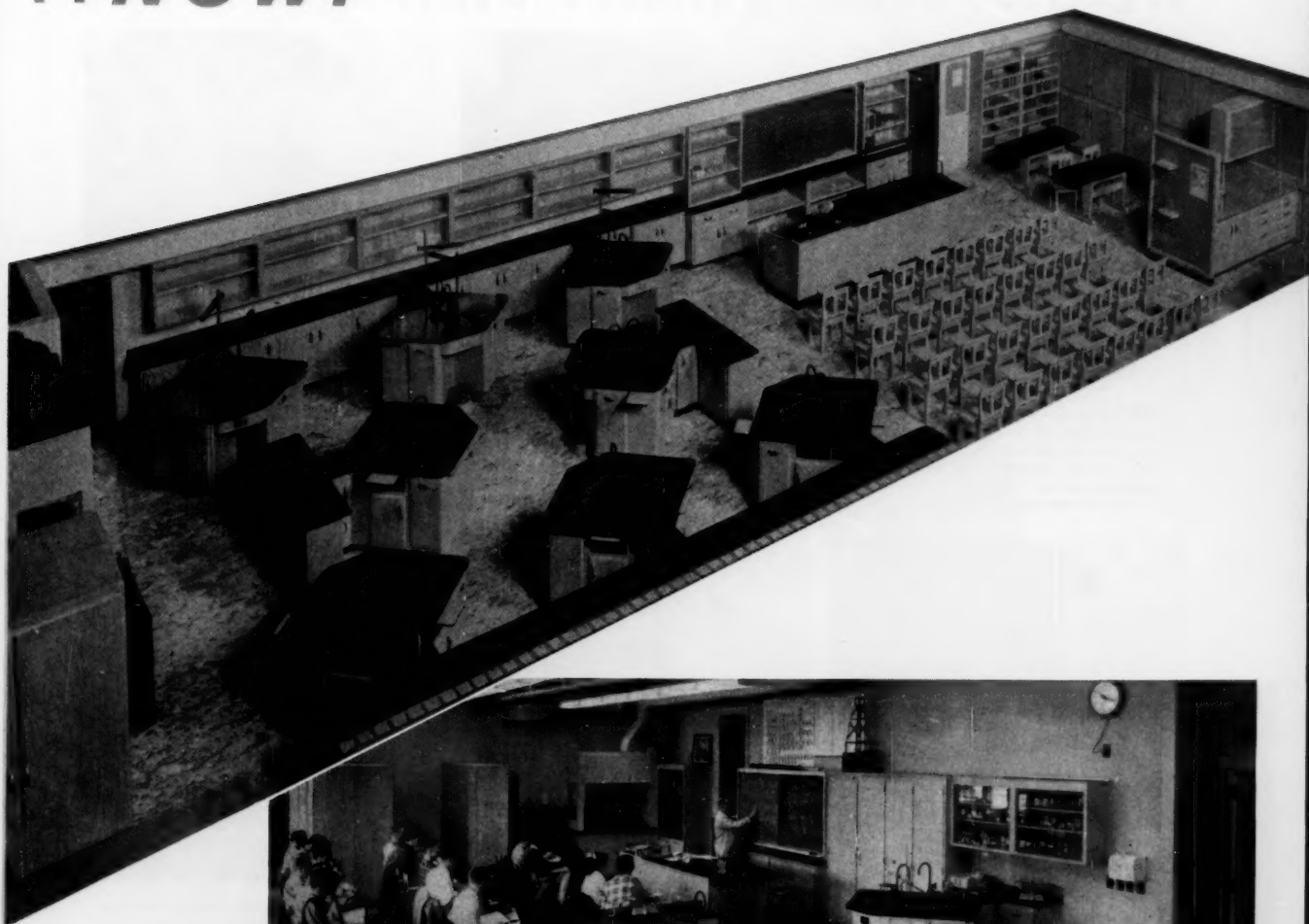
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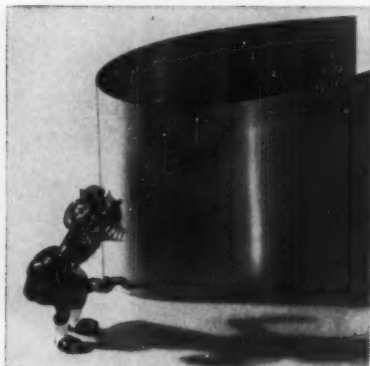


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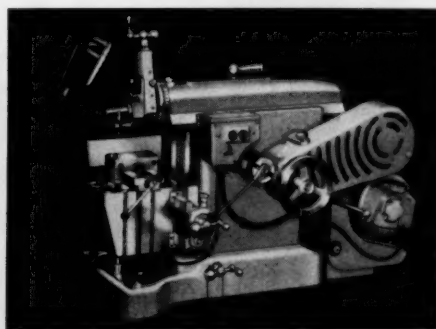
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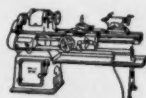
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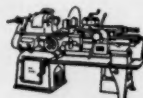
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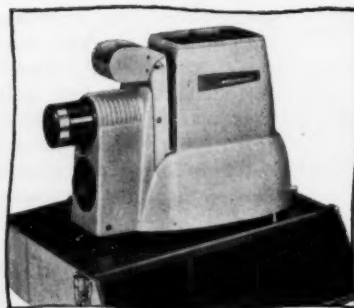
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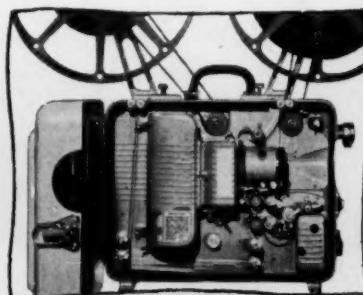
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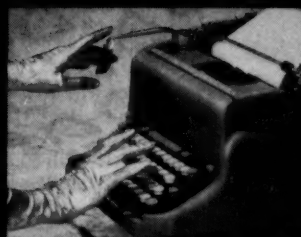
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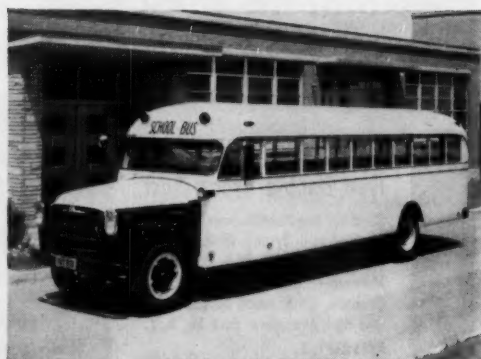
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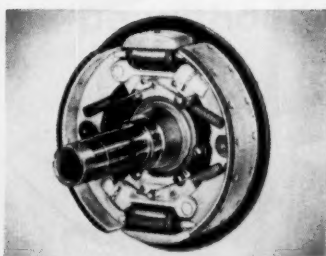
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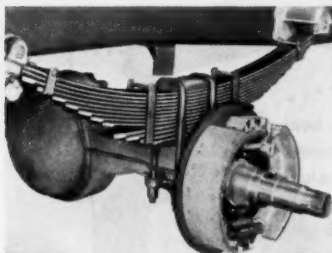
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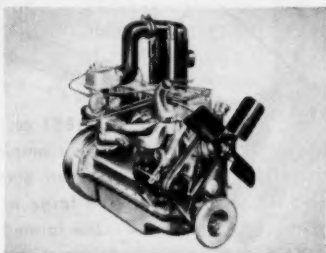
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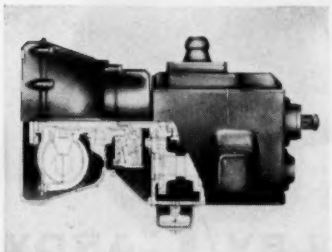
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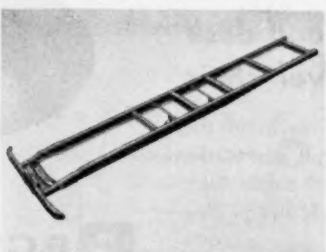
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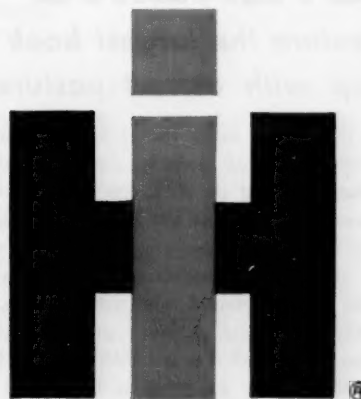
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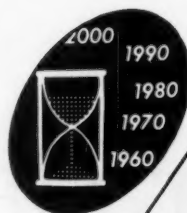


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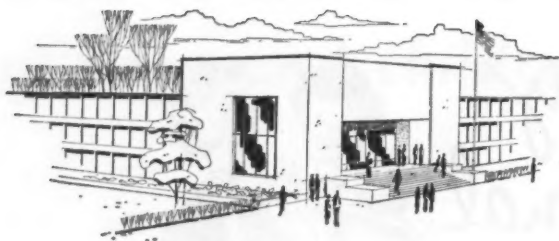
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*10 classrooms or 100—Honeywell*

# NOW, 3 HONEYWELL WAYS TO BETTER SCHOOLS



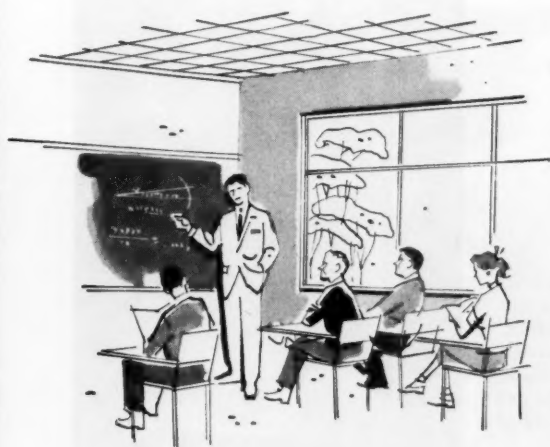
## **For better learning—the Honeywell Round Thermostat in every classroom**

—Effective teaching calls for proper matching of temperature with specific classroom activity. Exercise periods, for example, require lower temperatures than study periods. An individual pneumatic Honeywell Round in each classroom permits the teacher to adjust the temperature for optimum learning—at all times of the day regardless of instruction methods or the size of the group. The watch-like accuracy of the Honeywell Pneumatic Round Thermostat assures constant comfort and trouble-free performance.

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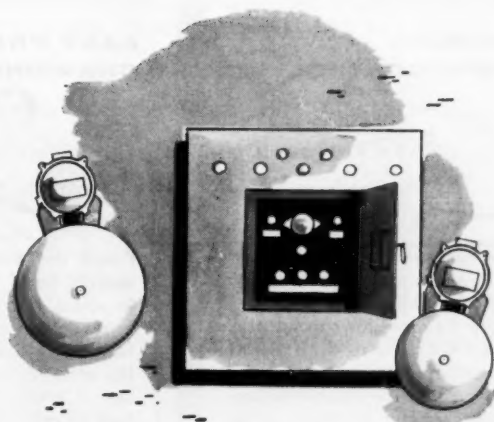
*For further information on Honeywell Automatic Controls for schools, or the Honeywell maintenance program, call your local Honeywell office, or write Honeywell, Dept. NS-3-27, Minneapolis 8, Minnesota.*

*quality is your best investment*



**For greater operational economy — New Honeywell Light-Saver\* Control**—Here is the effective answer to a school's particular need to maintain the best classroom lighting possible and yet achieve economy in operation. Honeywell's new Light-Saver Control maintains a sensitive balance between natural and artificial light. When natural light is strong, artificial light is dimmed down low. Then—as natural light wanes, artificial light is brought up. Optimum classroom lighting is maintained at all times during the school day and costly waste of light and electricity is ended. Savings are substantial.

\* Trademark



**For added safety and protection — New Honeywell Fire Alarm and Detection System**—Even with the most efficient fire-drill practices it takes many minutes to empty a school of students. The new Honeywell system—to be introduced nationally in April—answers the school's need for quick-acting, sensitive and dependable fire alarm and detection. Extremely flexible, the Honeywell system offers a great variety of equipment and combinations to meet the specific requirements of your school. It's backed by Honeywell quality—installed, checked out and serviced by Honeywell experts.

.....

**Through the years,** Honeywell has worked with leading educators in an attempt to produce products *specifically* designed to meet *specific* school demands. Because of this long experience Honeywell can not only offer you products best fitted to your needs, but can back you up with engineering specialists trained in your kind of problems. Honeywell also offers the most comprehensive maintenance program in the industry—offering periodic inspections, emergency service and the replacement of worn equipment. Honeywell invites your inquiries.

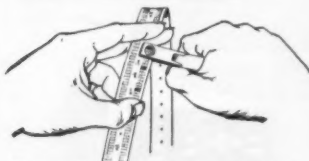
MINNEAPOLIS  
**Honeywell**



*First in Controls*

# Only the new **STANDARD** master clock and program controller offers...

## MEMORY TAPE CONTROL



The modern, positive method of controlling program signals—automatically. Provides complete freedom for special programming (including night classes) because it permits ringing bells on any circuit an unlimited number of times—at intervals as short as one minute.

## EASY PROGRAM CHANGING



Punch the Memory Tape at specific times that signals are to sound. Slip it on the drum. That's all! No time-consuming fumbling. No parts to take out. No intricate mechanisms to get out of order. Tapes provided free as required.

## AUTOMATIC CONTROL & RESET

Master Clock is synchronous motor powered and control of all secondary clocks—including automatic resetting—is through master clock. All secondary clocks are automatically corrected either hourly or every 12 hours, as you select. During any power interruption, reserve power unit (spring wound motor mechanism) keeps Master Clock and Program Controller running for 15 hours. Result: no false signals. Bells ring on normal schedule when power is restored.

## SIMPLICITY



Easy, "open the door" accessibility of all operating components... sound engineering... simple, practical design proved and improved over 50 years mean low maintenance, long life.

## SAFETY



Ready access to controller with complete safety to personnel. Circuitry protected by circuit breakers. Approved by Underwriters' Laboratories.

WRITE TODAY FOR  
DESCRIPTIVE BULLETIN  
"MEMORY TAPE CONTROL"



**THE STANDARD ELECTRIC TIME COMPANY**

89 LOGAN STREET  
SPRINGFIELD, MASSACHUSETTS



Travelling Display—Watch for showing in your area. See complete STANDARD Systems in operation.

ALSO MANUFACTURERS OF:



Emergency Lighting Equipment



Laboratory Panels



Hospital Signalling Equipment



Analogue Computers



Precision Timers



# MORE STRENGTH

The Indian of bygone days needed a strong body and lasting endurance to win recognition as a top warrior. For a safe and long life today's school bus needs strength throughout its construction. And *strength* was the prime consideration in building the Oneida Warrior School Bus. Simple lines and solid inner strength make the Oneida a leader in the school transportation field.

See You in San Francisco  
at the AASA Convention  
MARCH 8-15  
**BOOTH 827**

## Oneida Warrior SCHOOL BUS



CONVENTIONAL AND TRANSIT TYPE COACHES  
ONEIDA PRODUCTS DIVISION OF HENNEY MOTOR COMPANY, INC. CANASTOTA, N. Y.



**Catalina High School, Tucson, Arizona**

**Architects:** Scholer, Sakellar & Fuller, Tucson, Arizona

**Contractors:** L. C. Anderson & J. J. Craviolini, Tucson, Arizona



## ARCHED CEILING RAISES THE ROOF . . . LOWERS THE COST

Creative design and functional efficiency need not be hamstrung by budgeted dollars. Nor must structural and enduring qualities be compromised for economical construction.

This new school is an excellent example. Here, Fenestra\* Acoustical "D" Building Panels form a combination structural roof and finished acoustical ceiling, replacing *five* different materials. They are erected in *one* operation, by *one* trade.

For curved structures like this, these lightweight, high-strength, cellular steel panels require minimum supports, and brace the steel arches at the same time. Notice the clean, uncluttered ceiling lines.

And *inside the panels*, just above the perforations, is a pre-formed, arched, sound-absorbing batt† which effects noise reduction coefficients up to 80%. The ceiling can be washed or painted without affecting acoustical qualities.

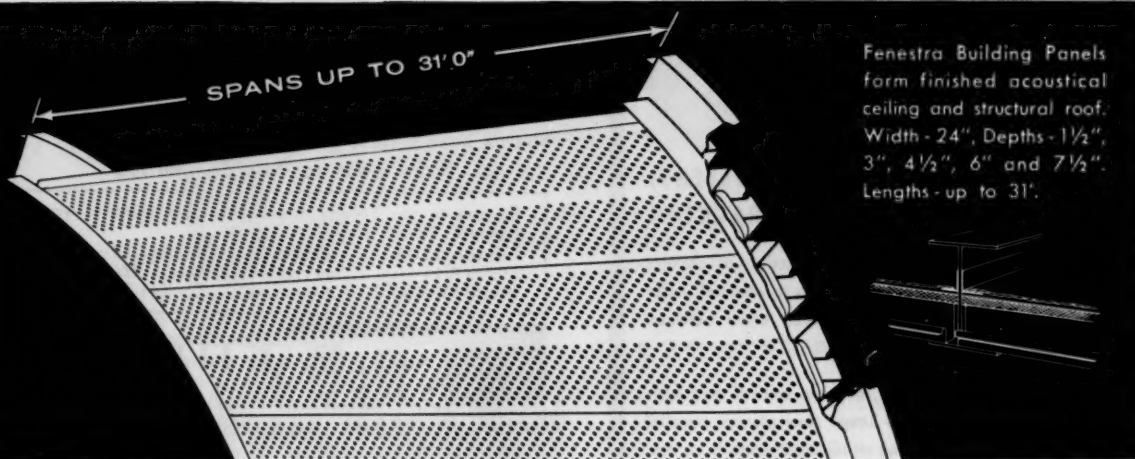
Write for FREE Fenestra Building Panel Catalog, or call your Fenestra representative. Fenestra Incorporated, Department NS-3, 3405 Griffin Street, Detroit 11, Michigan.

\*Trademark  
†Patent Pending

# Fenestra

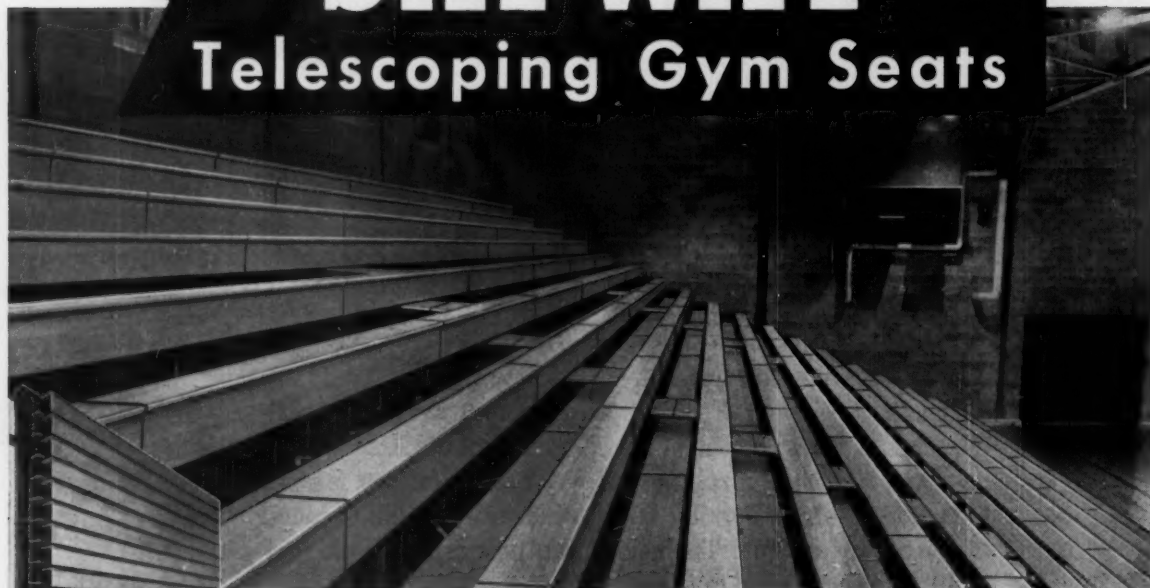
INCORPORATED

*Your single source of supply for building panels • curtain walls • doors • windows*

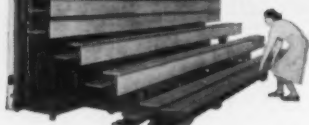


# SAFWAY

## Telescoping Gym Seats



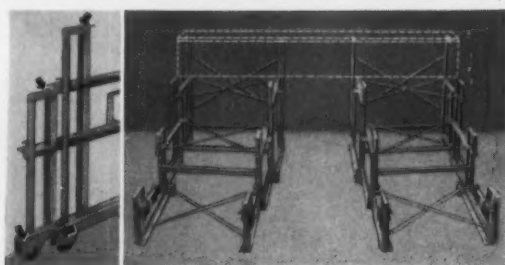
*This 18-row installation telescopes easily and accurately*



**...assure quick, easy changes  
for every gym seating event**

**YOUR GYM SEAT SET-UP** may be changed several times daily for varied gymnasium events. With frequent opening and closing, *easy operation* of seats is vital to keep your handling time and costs low.

Safway seats roll smoothly—minimize friction—re-



### **FRICTION MINIMIZED BY ROLLERS; RIGIDITY INSURES STRAIGHT TRACKING**

(LEFT) Rollers eliminate metal-to-metal friction at contact points. Top arrows show horizontal rollers in channel under foot boards, bottom arrows show vertical rollers between wheel assemblies.

(RIGHT) Standard 16-ft. section, showing vertical and horizontal bracing. Rigid structure keeps rows always parallel to insure straight, in-line tracking as rows telescope in or out.

duce effort. Complete 16-ft. sections move straight in and out, without binding or cocking. The simple telescoping design eliminates jointed levers and crossarms.

Advanced Safway engineering also gives you these important advantages:

**STRONG, SAFE CONSTRUCTION**—8 steel columns under every row; uniform load distribution through vertical and horizontal steel bracing; 3 automatic locking devices.

**SIMPLE, EFFICIENT DESIGN**—Minimum of moving parts. Stable support with extra-long wheel carriages and 8 self-lubricating wheels under each row.

**NO POWER EQUIPMENT NEEDED**—With binding eliminated and friction minimized, there is no need for costly power equipment.

**HANDSOME, FURNITURE-LIKE APPEARANCE**—Seat and foot boards have a rich, glossy Golden Oak finish.

**Write today for free Bulletin 163!**

Be sure to see Safway telescoping gym seats at your regional AASA show:

February 22-25	St. Louis	Booths J-15 and J-17
March 8-11	San Francisco	Booths 226 and 227
March 29-April 1	Cleveland	Booths I-52 and I-54

# SAFWAY

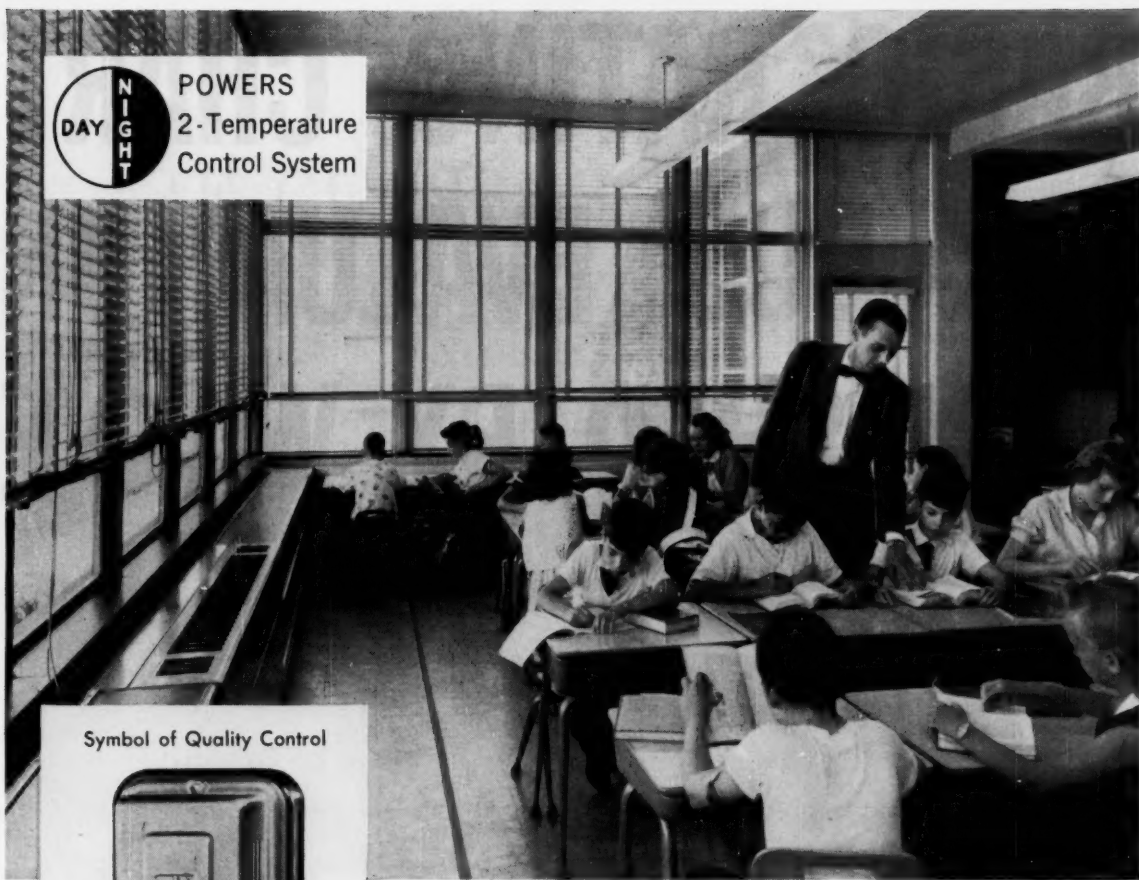
**STEEL PRODUCTS, INC.**

6233 W. State St., Milwaukee 13, Wis.

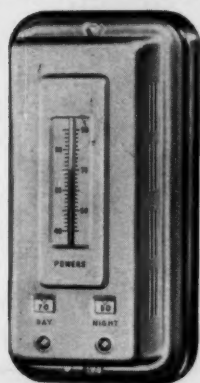




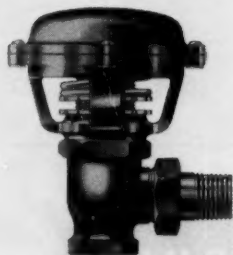
**POWERS**  
2-Temperature  
Control System



Symbol of Quality Control



**Powers DAY-NIGHT Thermostats** accurately maintain set temperatures. They need no frequent checking or readjustment.



**Powers PACKLESS Control Valves** are labor savers. They prevent water leakage, banish packing maintenance and give better control due to reduced valve stem friction.

**Fuel Savings alone pay back its cost**  
plus **COMFORT** for Teachers and Students

**POWERS** Quality DAY-NIGHT System  
of TEMPERATURE CONTROL

**Good School Planning** now includes Powers DAY-NIGHT Thermostats. They stop fuel losses due to wasted heat in unoccupied rooms and prevent OVER-heating in occupied rooms. Each Thermostat is adjustable for normal temperatures during occupancy and lower economical temperatures during unoccupied periods.

**Low Cost Maintenance**—Simplicity and reliable year after year operation with little attention, is characteristic of Powers Control. Each installation is individually engineered to give top-quality performance.

**Prompt Service**—if required, by skilled Powers engineers and mechanics.

**Planning a New School?** To get the biggest return on the investment in the heating and ventilating system ask your architect or engineer to include a Powers DAY-NIGHT Control System. For further information call our nearest office or write us direct.



(c66)

**THE POWERS REGULATOR COMPANY**

SKOKIE, ILLINOIS

Offices in chief cities in U.S.A. and Canada

65 years of Automatic Temperature and Humidity Control

# BASIC RATING CHART FOR BUS EVALUATION PUBLISHED BY WAYNE

School officials, board members, contract operators, and others responsible for bus transportation have long recognized the need for a sound, systematic method of bus value comparison. The *Basic Rating Chart for Bus Evaluation* is the answer. It provides a comprehensive check list with more than thirty important categories that make it easy for anyone to quickly analyze bus safety, durability and comfort the same way transportation specialists do. It cuts through the haze of claims—gives you the facts—lets *you* be the judge.

## CLIP AND MAIL THIS COUPON TODAY

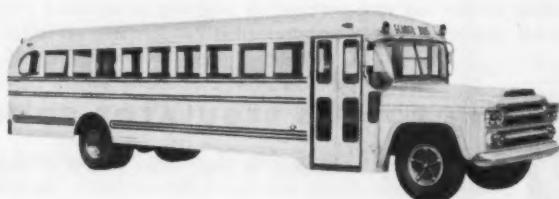
**TO: Safety Research Dept., Wayne Works Division, Richmond, Indiana**

Please send me *The Basic Rating Chart of Bus Evaluation* free without obligation.

NAME \_\_\_\_\_

STREET \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_

SCHOOL SYSTEM \_\_\_\_\_



**WAYNE WORKS DIVISION  
DIVCO-WAYNE CORPORATION**

IF CLASSES WERE  
HELD OUTDOORS...





If your school furniture were "on display" every day like this . . .

You'd buy American Seating  
furniture every time!

Copyright 1957, American Seating Company.  
American Seating products are fully covered by  
patents and patents pending.





Outdoors or indoors, American Seating is the standard by which all other school furniture is measured. Shown here are our popular Universal Lifting-Lid Desks. Seats and desks have wide-range adjustability, making them one of the most versatile units you can use in your school.

We put this classroom outdoors so you could see how beautiful American Seating school furniture really is.

And, of course, if this serves to remind you that teachers and students alike use seating more than any other item, so much the better.

*But the big point is: American Seating furniture has more postural advantages and more structural features than any other make. And it lasts much longer. Consequently, it is the most economical furniture you can buy.*

No wonder American Seating leads all others in sales, year after year.

No wonder American Seating fine furniture is the

standard by which all other school furniture is measured.

How about your school? Are you building or remodeling? If you are, be on the safe side: See a private demonstration, *now*, of American Seating fine furniture in your own school at your convenience.

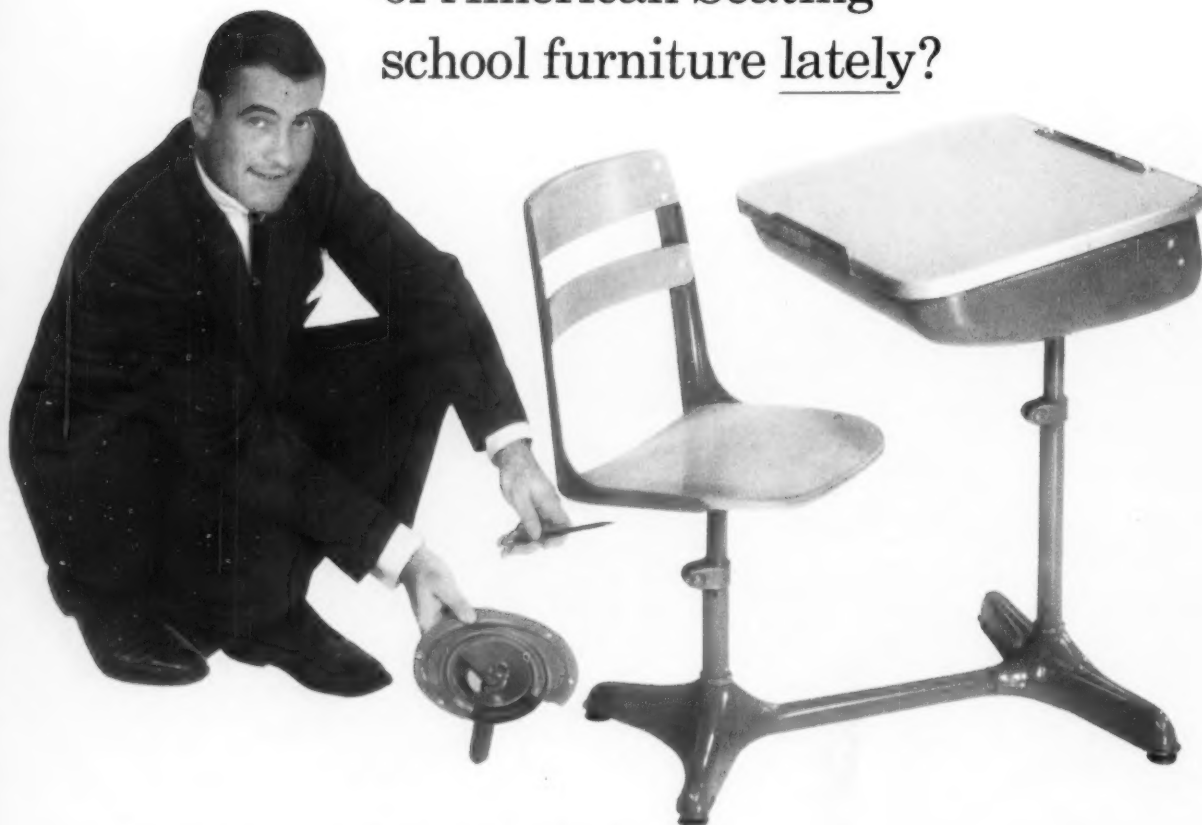
A call, a card, or a coupon will start one of our helpful representatives your way. American Seating Company, Grand Rapids 2, Mich.



The standard by which all other public seating is measured

CLASSMATE® SCHOOL FURNITURE • UNIVERSAL® SCHOOL FURNITURE • ENVOY® SCHOOL FURNITURE  
BODIFORM® AUDITORIUM CHAIRS • STADIUM SEATS • CHAPEL FURNITURE • FOLDING CHAIRS AND TABLES

# Have you seen a demonstration of American Seating school furniture lately?



There are those who say that all of today's school furniture looks pretty much alike. But a close examination of American Seating furniture quickly dispels this notion.

Take this Universal desk, for example. It provides continuous cradleform seating in every posture position. The seat swivels 45 degrees right and left on large, long-life bearings. The back of the seat is deep curved with a self-adjusting lower rail which automatically adjusts to fit each individual occupant.

These are but a few of the numerous features. Many of them are just not found on ordinary school furniture—or else are furnished in a makeshift manner.

For full facts on Universals, and all other fine American Seating furniture for your school, arrange for a private demonstration at your convenience. Do it now.



The standard by which all other public seating is measured

CLASSMATE® SCHOOL FURNITURE • UNIVERSAL® SCHOOL FURNITURE  
ENVOY® SCHOOL FURNITURE • BODIFORM® AUDITORIUM CHAIRS  
STADIUM SEATS • CHAPEL FURNITURE • FOLDING CHAIRS AND TABLES

● MAIL COUPON TODAY to arrange for your private demonstration.

AMERICAN SEATING COMPANY • GRAND RAPIDS 2, MICHIGAN

- ☐ Please send full-color school catalog. ☐ Please send full-color church catalog.  
☐ I would like to see a demonstration of American Seating school furniture.  
☐ Please have your representative contact me.

Name \_\_\_\_\_

Title \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_



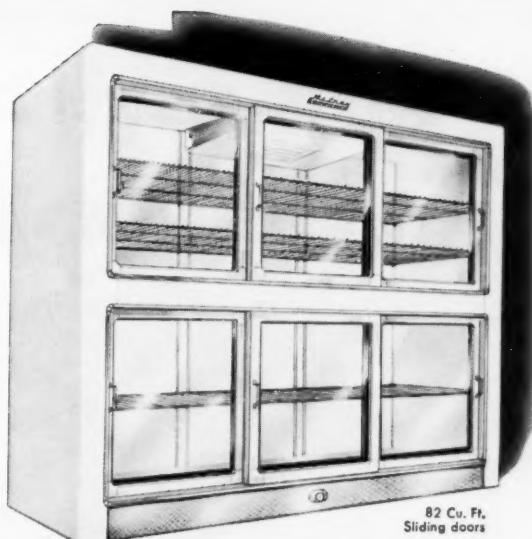
*Quality Refrigerators by*

**McCRAY**

*Control Costs*

**IN SCHOOL CAFETERIAS**

Low temperature models to handle frozen foods — normal temperature models to keep perishables fresh. McCray quality repays the original investment quickly through less up-keep costs, less food waste . . . and more efficient use of time and space. McCray's complete line helps you plan for maximum food handling efficiency. The models shown here are just an indication of the wide selection of styles and door arrangements available to you with McCray.



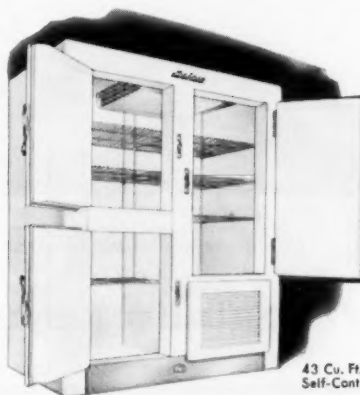
**REACH-IN REFRIGERATORS**

**For Remote Installations**—Hinged doors, triple-thermopane or solid in full length and sectional arrangements. Capacities 53, 82, 109 cu. ft. Models with sliding triple thermopane sectional doors in capacities of 53, 82 cu. ft.  
**Self-Contained Models**—Hinged doors, triple-thermopane or solid in full length and sectional arrangements. Capacities of 20, 30, 43, 73 cu. ft.



**PASS-THRU REFRIGERATORS**

Full length or sectional door arrangements in triple-thermopane or solid. Capacities of 53, 82 cu. ft.



**REACH-IN FREEZERS**

**For Remote Installations**—Solid full length or sectional doors. Capacities of 53, 82 cu. ft.  
**Self-Contained Models**—Solid full length or sectional doors. Capacities of 32, 43, 73 cu. ft.



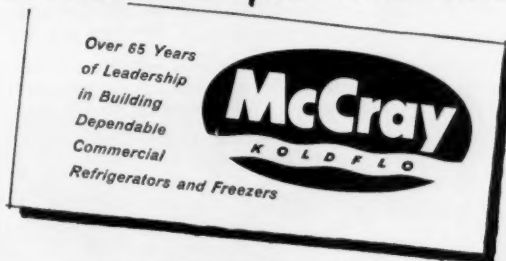
**WALK-IN COOLERS**

With or without floors

**Low Temperature Models**—In sizes 6'8" x 6'8" to almost any size desired. Heights 7'7" or 8'11".

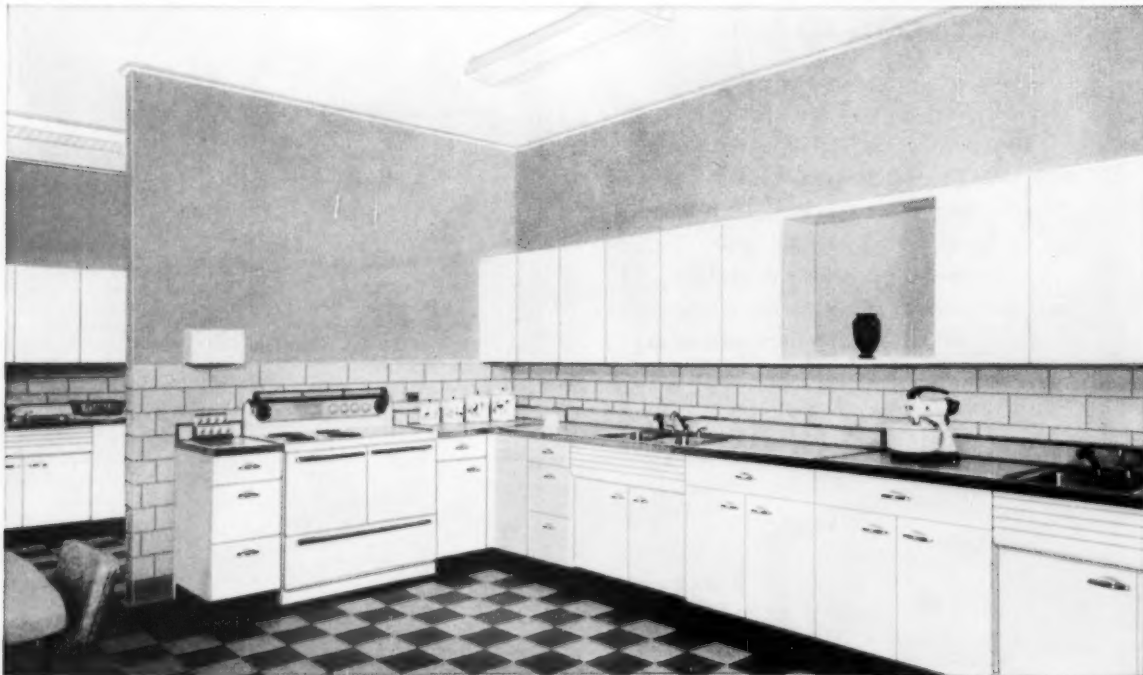
**Normal Temperature Models**—in sizes 6'8" x 6'8" to almost any size desired. Heights 7'7", 8'11", or 9'10".

*See your McCRAY representative or write for complete information*



**McCray Refrigerator Co., Inc.**  
365 McCray Court, Kendallville, Indiana

# Fit each classroom to PITTSBURGH COLOR



*Rooms devoted to the study of homemaking should be bright, cheerful and clean to help formulate the right habits for tomorrow's homemakers. Bright, cheerful colors stimulate interest and enthusiasm of students and teachers alike.*

## Modern painting system improves academic

**F**or years it was the custom to paint all school interiors in traditional light buff, tan or ivory. But since the introduction of Pittsburgh COLOR DYNAMICS many hundreds of schools have classrooms with color arrangements in keeping with the activities of the pupils who use them.

• **By practical, every-day experience**, educators have demonstrated that this modern system of painting, which makes use of the energy in color, accelerates learning processes, improves academic grades and behavior patterns of pupils, and improves the efficiency of teaching staffs.

• **With COLOR DYNAMICS** you can choose colors accurately and easily to fit the design and lighting of all types of classrooms. You take into consideration the ages of the

pupils and the kind of work they do. You can paint sunny effects into rooms and corridors that receive little or no light. You bring cool relief into rooms that receive too much direct sunlight. You can make small, boxy rooms seem more spacious and cheerful.

• **By such color planning** you can relieve eye strain and stimulate concentration. As you provide more pleasant surroundings, pupils will take greater pride in their environment, thus discouraging vandalism and making house-keeping easier.

• **Next time you paint**, do it the COLOR DYNAMICS way. Give your school a completely new look that will improve both work and study habits.

# PITTSBURGH® PAINTS

SYMBOL OF SERVICE FOR SEVENTY-FIVE YEARS

PITTSBURGH PLATE GLASS COMPANY



IN CANADA: CANADIAN PITTSBURGH INDUSTRIES LIMITED



# its specialized job with **DYNAMICS®**



*To assure the benefits of planned color environment each room's natural light source should be considered. Warm colors counteract the effect of cold harsh light from north or east. Cool colors are best in rooms receiving warmer light from south and west.*

## grades and teaching efficiency



*Teachers' lounges are rooms of retreat and rest and should be color-styled to promote comfort and relaxation.*

### How to get a **FREE** planned color study for your school

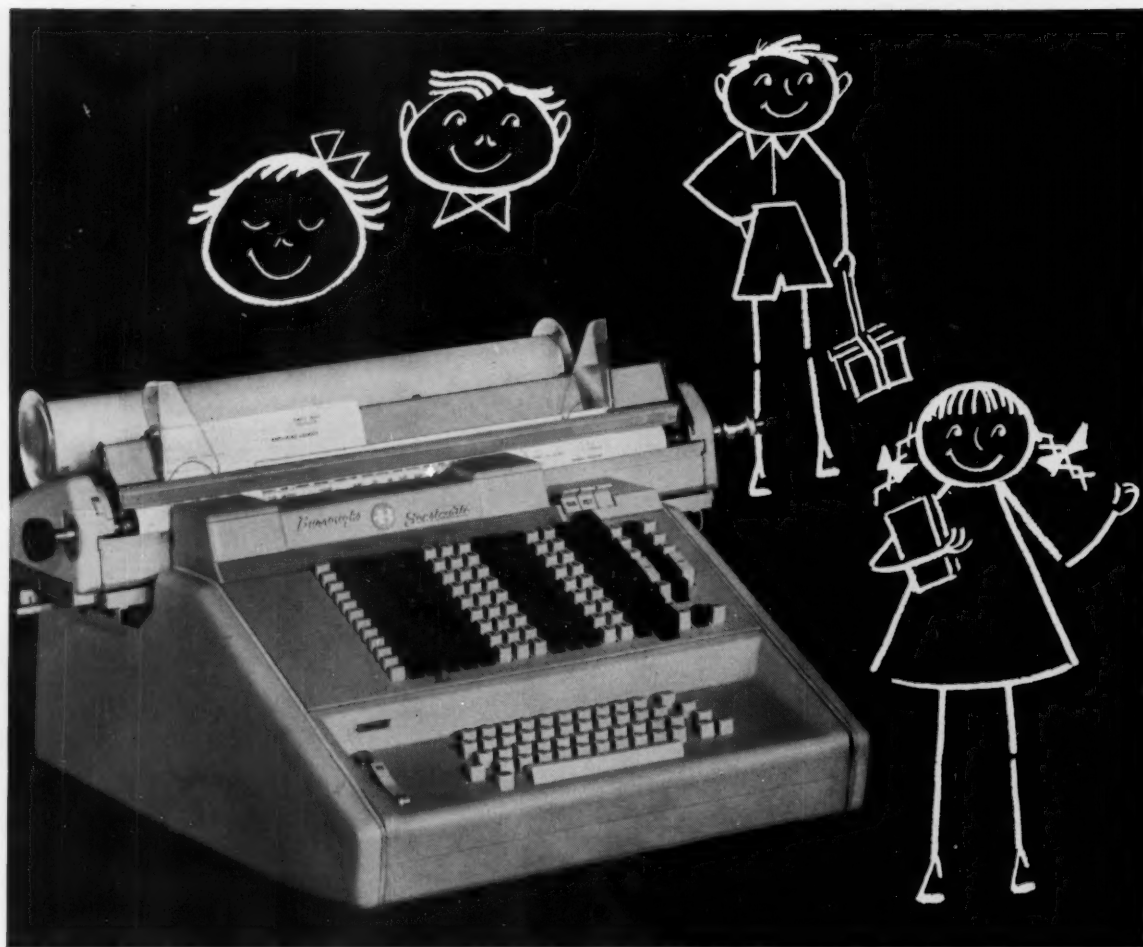
We'll be glad to send you a profusely illustrated book containing a simple, clear explanation of **COLOR DYNAMICS** and how to use this painting system in your school. Better still, we'll be glad to prepare a planned color study of your school, or any part of it, without cost or obligation. Call your nearest Pittsburgh Plate Glass Company office and arrange to have one of our representatives see you at your convenience. Or mail this coupon.



**Pittsburgh Plate Glass Co.,  
Paint Div., Dept. NS-38, Pittsburgh 22, Pa.**

- ☐ Please send me a **FREE** copy of your booklet "Color Dynamics for Grade Schools, High Schools and Colleges."
- ☐ Please have representative call for Color Dynamics Survey without obligation on our part.

Name \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_  
County \_\_\_\_\_ State \_\_\_\_\_



## Here's COMPLETE mechanization for your school accounting system

Complete mechanization! That's the new Burroughs accounting plan—the answer to the year-by-year increase of schools, students and bookkeeping work.

Here's a plan that takes full advantage of the unsurpassed speed and flexibility built into both the numerical and typing Sensimatics. A plan of descriptive accounting that brings you advantages like these: more results with less effort. Greater accuracy. Smoother work flow. Facts and figures the instant you want them.

Revenue accounting? Budgetary accounting? Check writing, payroll, and student activity accounting? Even a newly trained operator can race through them all—switching from one to another at the flick of a knob.

You'll find the free booklet about this plan well worth your attention. You can get your copy at our nearby branch office. Or write to Burroughs Division, Burroughs Corporation, Detroit 32, Michigan.



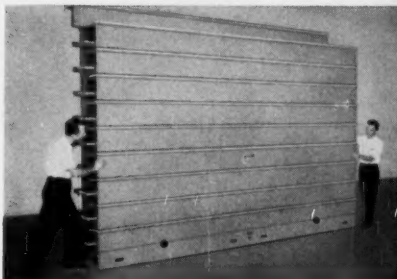
### BURROUGHS Sensimatic Accounting Machines

Burroughs and Sensimatic are trademarks.

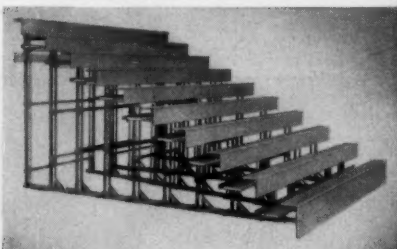
# U.S. AIR FORCE ACADEMY BUYS MEDART GYM SEATS!

## U. S. AIR FORCE ACADEMY GYM

Architects & Engineers:  
Skidmore, Owings & Merrill,  
Chicago, Ill.



All seat sections are movable for quick, easy positioning anywhere in the gym and for efficient storage in recessed bays.



Medart Telescopic Gym Seats can be furnished in wall-attached or movable types with 10½" or 11½" row rise and 22" or 24" row spacing. Exclusive fully-automatic power operation is available.

## Award Of Air Force Contract Follows By Few Months Medart's Gym Seat Installation In Naval Academy Field House At Annapolis

Another unusual installation where Medart Telescopic Seats meet requirements best of all!

Because all seat sections are movable, Medart's closed or open free-standing and self-supporting understructure is virtually a "must" since no wall attachment is necessary. Neither stability or load capacity is dependent on wood seats, risers or floorboards, but instead give each seat assembly extra strength . . . Maximum safety for seated audiences is assured with Medart's box channel anti-sway bracing and four double-angle vertical supports under each seatboard . . . Interlocking of supports at top and bottom assure easy opening and closing, and straight-line trackage.

These and many more features make Medart Seats the "best buy" for every gym seat installation—usual and unusual—where maximum safety, easy operation and minimum upkeep are essential. *Write for catalog.*

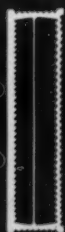
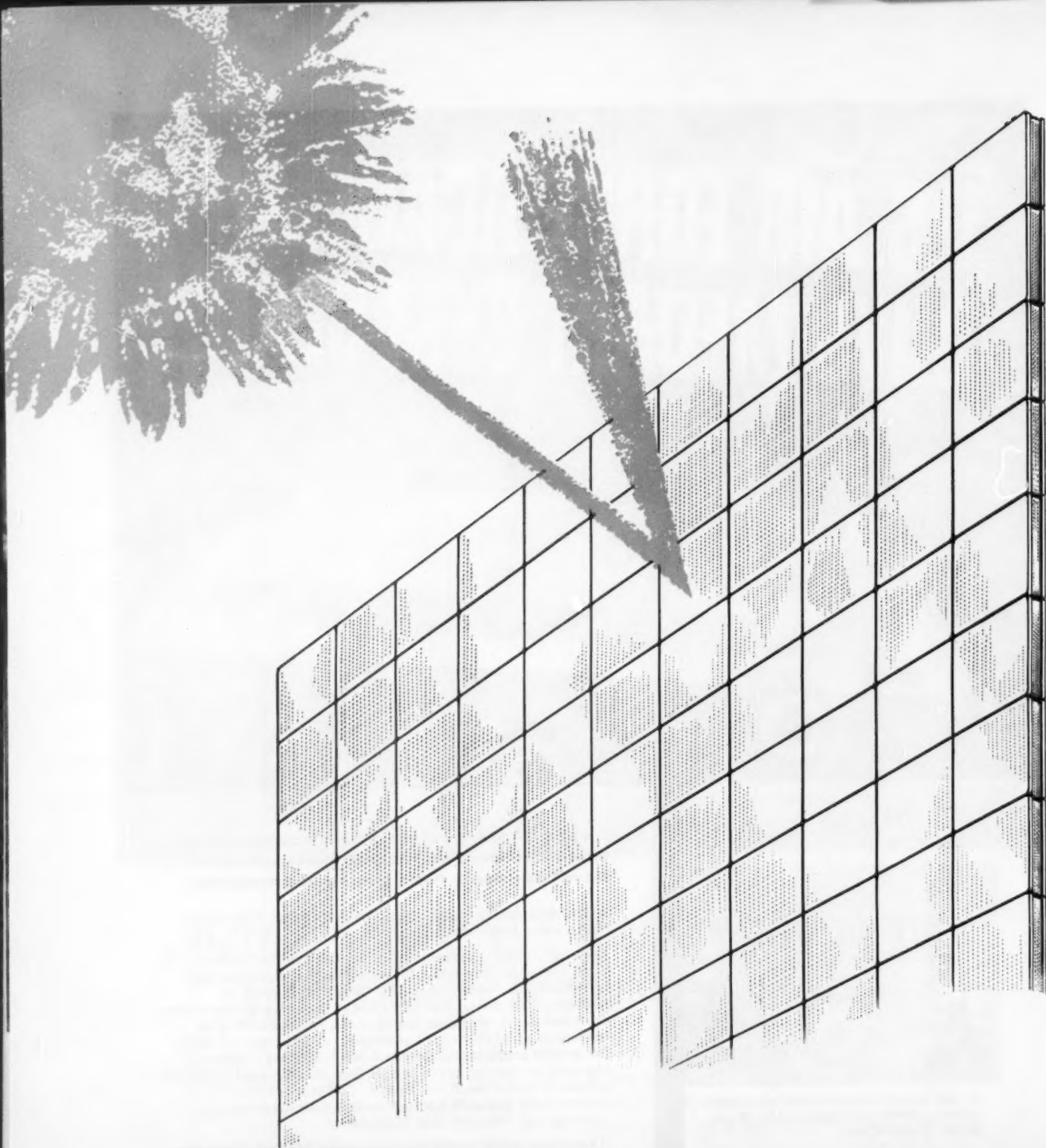
# MEDART

## TELESCOPIC GYM SEATS

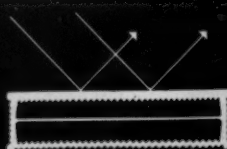
**SPECIFY** the best, then **INSIST** on it!

FRED MEDART PRODUCTS, INCORPORATED  
3532 DE KALB STREET • ST. LOUIS 18, MO.





PRISMS REFLECT SUMMER SUN...  
yet readily transmit cool ground-  
reflected light, weak Winter sun.



OWENS-ILLINOIS TOPLITE ROOF PANELS, incorporating  
the same solar heat control benefits, are available for  
horizontal use to transmit cool daylight through the roof.



## **NEW . . . at last, a glass that reflects the hot sun**

**T**his is new Owens-Illinois 80-F Glass Block.

Its specially designed prisms reflect hot sunlight, transmit cool light rays. 80-F is the new way to keep classroom temperatures at comfortable levels . . . to assure maximum student attentiveness, minimum teacher fatigue.

Planning to build a new school? Remodel an old one? Before you start, be sure to investigate the unique benefits offered by Owens-Illinois 80-F Glass Block. For full information, write Kimble Glass Company, subsidiary of Owens-Illinois, Dept. NS-3, Toledo 1, Ohio.



**GLASS BLOCK AND TOPLITE PANELS**  
**TWO ① PRODUCTS**

**OWENS-ILLINOIS**  
GENERAL OFFICES • TOLEDO 1, OHIO

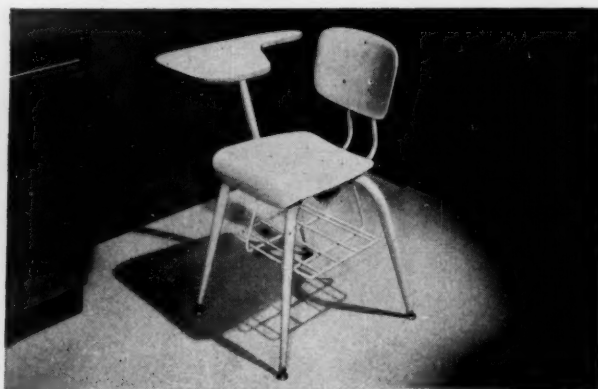


# PEABODY

superbly designed with every



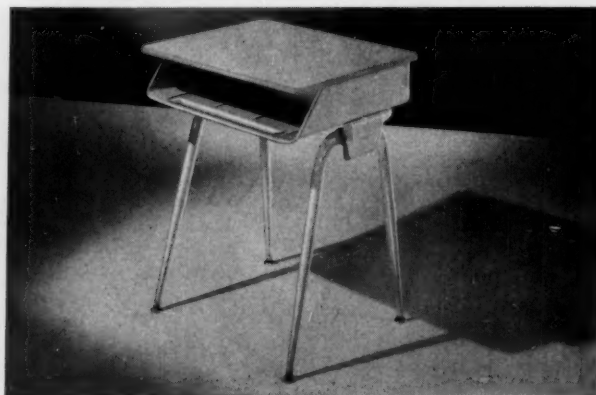
**A COMPLETELY NEW CHAIR CONCEPT.** The Student Line Chair stacks level, stacks snugly, stacks firmly balanced to greater number—takes up less space. Every feature was designed with the student in mind, providing advanced function. Notice the leg design...greater stability—nothing to trap heels. Self-adjusting glides hug the floor; longer wear. Extra large back and seat are contoured for *all position* comfort. Trim and attractive in appearance, this chair combines *every* feature for lasting satisfaction.



**SPACIOUS TABLET ARM CHAIR UNIT.** Large tablet arm allows plenty of "elbow room." Available left and right hand in three chair heights. Work surfaces adjustable 1" up and 1" forward. One-piece heavy gauge attachment arm, with unusually ample screw holding. This is the first tablet arm chair with arm adjustment *underneath* the seat for added strength—has great stability. Chair usable separately or with tablet arm, chair desk, study top or book box attachment. An important advancement in adaptability.



**STURDY STUDY TOP CHAIR UNIT.** Available left and right—in four chair heights and three top sizes. Work surfaces on all models are easily adjustable to three 1" positions with single cap screw on either side. Free standing design; all corners open. Strong one-piece attachment arm, attaches under seat. Available with large book rack accessible from either side. Study top assembly interchangeable on study top desk (not pictured). Chair usable separately or with tablet arm, chair desk, study top or book box attachment.



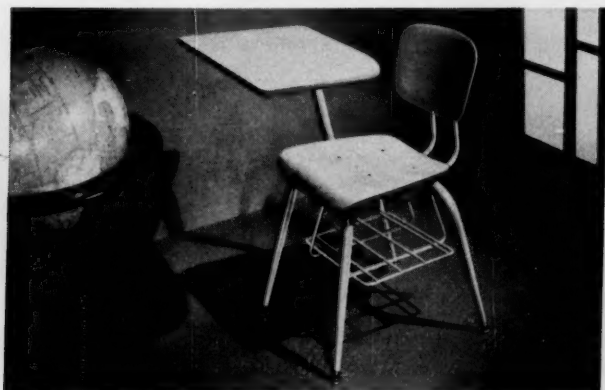
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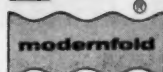


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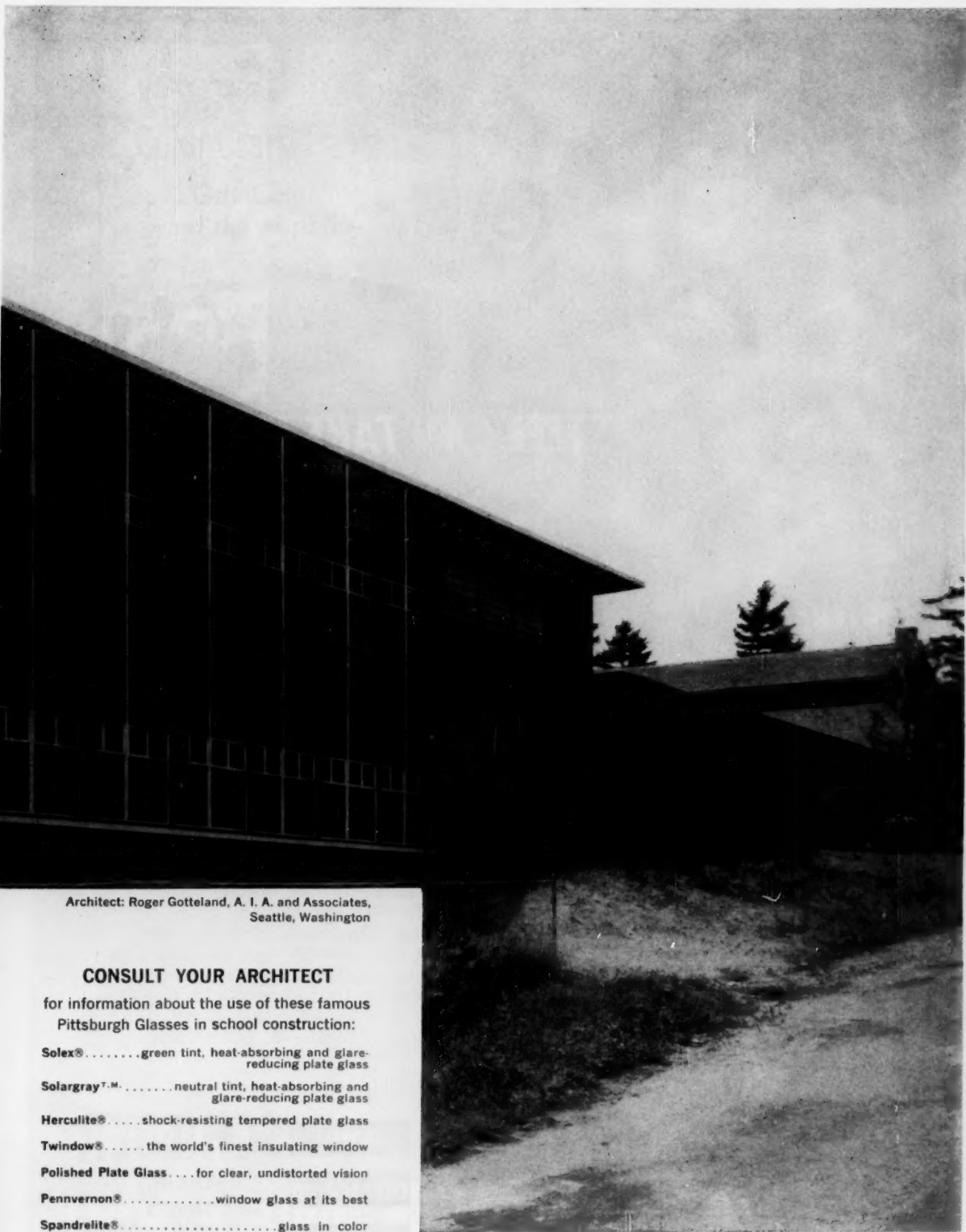
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# Looking Forward

## Quicker Than the Eye

APPARENTLY the Russians understand, too, that the hand is quicker than the eye. They fill the skies with sputniks and muttniks to distract our attention and energies while they quietly hand us defeats on the economic and diplomatic fronts. This is the story that various newsletters and confidential releases bring to our desk.

While we now struggle to beat them to the moon, they will gain further footholds in the Mid-East, in India, Ceylon, and Southeast Asia by diplomatic maneuvers and trade promises. In fact, the Soviet's economic offensive is penetrating the *South American* market, bringing equipment technicians who also install Marxism, say the releases.

Opinions will differ as to how serious these situations may be, but there should be no disagreement as to the moral of this story: Our concern for greater achievements in science should not divert us from greater efforts to improve our understanding of how to win friends and influence nations.

It appears that the Russians are outsmarting us in the art of propaganda and the skills of diplomacy. To some of us this suggests that our educational program should give more attention to "live" foreign languages, to contemporary cultures, to the understanding of propaganda and mass psychology, and to *professional* training for our diplomats. Let us teach and practice the art of world-neighborliness and the *science* of peace.

## "Milking the Lines"

WHEN Sid Caesar recently returned to TV, one critic complained about his previous practice of "milking the lines." In stage jargon, this means the repetition of an incident in an effort to get as many laughs as possible from the same situation.

It could have been unintentional, but the same stage practice was demonstrated by the Administration. First it offered an aid-to-science program as a memorandum announced by Secretary Folsom, getting big headlines and much comment in the press, and then it repeated the same story as President Eisenhower's message to Congress a couple of weeks later.

The repetition of these proposals may be creating the impression that the Administration is planning

a great deal of assistance to public education. Actually, the proposals in this year's budget add up to less for public schools than was made available last year.

Analyzing the situation, the N.E.A. "Washington Outlook on Education" said: "Although the Administration's new education program has been widely referred to as a 'billion dollar program,' the first year's appropriations will consist of \$145.5 million to be administered by the Department of Health, Education and Welfare, together with an additional \$64.9 million for the National Science Foundation's scientific manpower activity, for a total of \$210.4 million. When this sum is added to the \$14.8 million now being spent by the National Science Foundation in this area, the total funds for promotion of science and education come to \$225.2 million, the figure set by the Administration as the level of expenditure for the first year of the 'billion dollar program.'

"It should be kept in mind, however, that the funds for the National Science Foundation are to expand an already existing program. In the area of *new* programs for which both legislative authorization and an appropriation will be necessary, the President is requesting \$145.5 million in his 1959 budget as against \$451 million for school construction grants and loans he requested in the 1958 budget. The difference is \$305.5 million, or a *reduction in proposed spending by more than two-thirds of the amount the Administration was willing to spend last year.*

"Bearing in mind that of the \$451 million requested for school construction, only \$325 million was for grants to the states, the \$145.5 million requested for grants to the states and scholarships this year is still less than half of the amount requested for new education grants last year."

## Political Poker

WE'LL see your one and raise you two" say Senator Hill and Representative Elliott, both of Alabama, in playing political poker with President Eisenhower and Secretary Folsom.

The Administration's so-called \$1 billion program of federal aid to science education is raised \$2 billion in a bill introduced in both houses of Congress

January 30 by the two Democrats from Alabama. The Hill-Elliott bill would extend federal aid over six years as compared with the Administration's four-year proposal. The bill also introduces the idea of loans for college study repayable in 11 years at 2 per cent interest. Repayment of loan would not be required of any student who completed five years of teaching.

### Bestor Is Back

THAT mother-in-law propaganda trick is back in the limelight again. This time the *U.S. News and World Report* uses it with an assumed indictment blazoned across its January 24 cover, reading: "What Went Wrong With U.S. Schools." In fact, it's not even a question; the headline appears as a positive statement.

The original example for this kind of propaganda is, as you may recall, the question: When are you going to stop beating your mother-in-law?

Summarily assuming that our schools have gone haywire, Editor David Lawrence then calls upon (Yes, you guessed it!) "Bestor-Knows-Best" Arthur Bestor to correct our thinking. Dr. Bestor recently returned to his post as professor of history at the University of Illinois after spending a year in England, from which vantagepoint he could so clearly see what's wrong with education in this country.

Professor Bestor gets nine full pages of publicity this time as compared with a similar nine pages in the same magazine Nov. 30, 1956. Virtually the same ideas were developed then under the heading, "We Are Less Educated Than 50 Years Ago."

These two generous plugs certainly should boost the sale of Bestor's books.

Just as a footnote, it's interesting to note that the same issue (Jan. 24, 1958) that splurged Bestor's ideas allocated less than a page to the tremendously significant report by the Educational Policies Commission on "The Contemporary Challenge to American Education."

### Time to Read

LIBRARY WEEK, March 16 to 22, is announced as an effort to encourage the American people to "wake up and read."

Writing in the *Quarterly* of the National Book Committee, Marchette Chute argues: "The people of the United States have plenty of time for reading. We have cut the 60 hour work week to 40 hours. The opportunity exists, and the leisure, but the American people have not yet learned what can be done with it."

"The habit of reading is not only vital to a democratic society but a source of enrichment to the individual himself. It is the people who read who have the most successful careers, for business and industry have never been able to find as many educated and intelligent men and women as they need."

The emphasis of Library Week that appeals to us most is the plea that books be available in every room of the house—"those easy, welcoming rooms in which every member of the family can read at

his own pace and in his own way, and where even a small child can listen to a family hour of reading aloud and suddenly decide to explore for himself the magic that lies between the covers of a book."

### Quotable

**OUR GREATEST WEAKNESS:** The United States is probably weaker in foreign language abilities than any other major country in the world. This presents a serious handicap in our efforts to build a durable world peace. If we are to gain and hold the confidence and good will of peoples around the world, we must be able to talk to them not in our language but in theirs.—MARION B. FOLSOM, *secretary of Health, Education and Welfare, Washington, D.C.*

**AUTOMATION:** Neither automation nor the atom will alter the basic drives of men and women or the fundamental drives of society. Much of what has constituted good education will continue to be good.—JOHN H. FISCHER, *superintendent, Baltimore.*

**KEEP VIGILANT:** My own experiences in meeting with foreign educational leaders these last two years in Europe, as well as my previous experience in South America, lead me to state that our nation is so far out in front in its educational program, there is little to be concerned about other than to keep vigilant.—HAROLD SPEARS, *superintendent, San Francisco public schools.*

**PROPERTIES OF PEACE:** The peace will have to be made by a leadership that understands the difference between the means of peace and the means of war. Peace has its own properties and structural requirements. . . . In the meanwhile, our universities can serve the nation best not only by giving increased attention to the need for scientific knowledge but to the need for knowledge about the world itself.—NORMAN COUSINS, *editor, the Saturday Review.*

**THE CLASSROOM COST BARRIER:** If we are to win the race in the classroom rather than on the battlefield, we will have to break through the cost barrier. The most tragic story of all history will occur if we, who have sold education to the rest of the world, should lose the strength of our leadership and be reduced to servitude by Russia because we failed to use education effectively ourselves.—H. I. WILLETT, *superintendent, Richmond, Va., and former president, A.A.S.A., in Virginia Journal of Education for January 1958.*

### Frugal

THE superintendent's bulletin of the Lancaster, Calif., schools, suggests another reason why teachers develop frugal habits: "They have to know how to make the little things count."

*The Editor*

THE NATION'S SCHOOLS

## THE PARABLE OF THE LAMP

THERE developed in the Twentieth Century a people, strong in spirit and talents, kind of heart, and dedicated to liberty. They grew and flourished in a land of rich resources, aided by youthful imagination and daring, until they were known throughout the world.

Among these fortunate people was placed a lamp of learning. They were told by the genie who presided over it: "Attend this lamp well and it will grant you wishes beyond your fondest dreams. It has the magic power to heal the sick, to harness the forces of nature or to make all the world beautiful and good. But remember, the lamp cannot wish for you; this you must do for yourselves. And if the wish is truly the desire of all the people, it shall be granted."

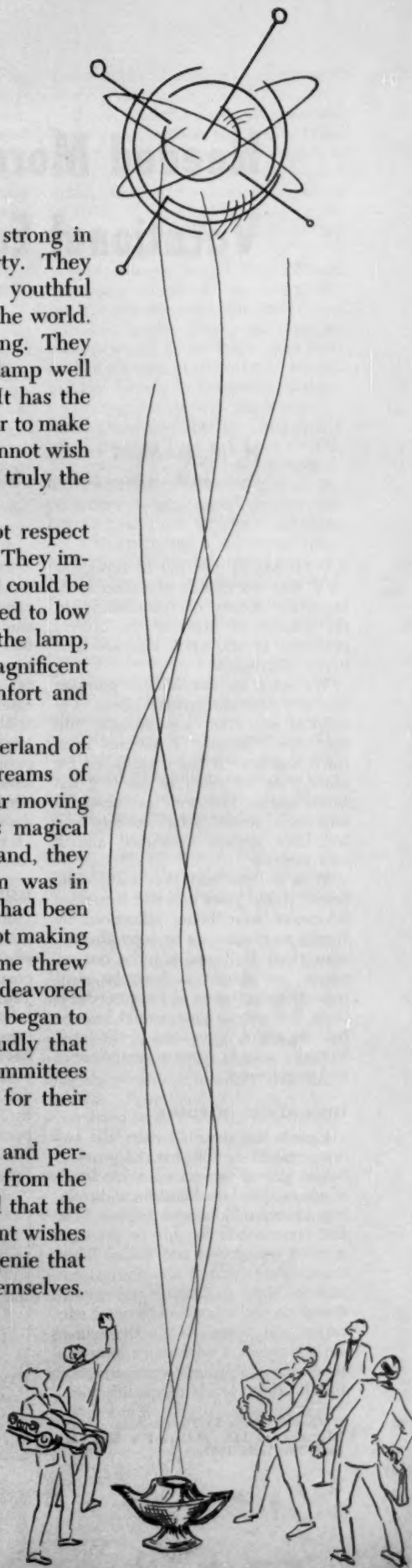
Being young and headstrong, many of the people did not respect the power of the lamp. Some questioned its reputed magic. They impudently asked how a lamp with such a tiny, flickering flame could be so powerful. The genie was ridiculed and abused and assigned to low status among them. When they did agree upon wishes for the lamp, like Aladdin of old, they asked for an abundance of food, magnificent dwelling places, wealth and scientific baubles for their comfort and entertainment.

One day as the people reveled in their push-button wonderland of automatic appliances, high-powered automobiles, and dreams of grandeur, they were startled by the appearance of a new star moving rapidly across the heavens. When they realized that this magical wonder was the gift of the lamp to the people of another land, they were filled with fear and apprehension that their freedom was in danger. In anger they began to cry out indignantly that they had been cheated by the lamp of learning. They cursed the genie for not making them wish for such a wonderful scientific achievement. Some threw sticks and stones to drive away the faithful few who had endeavored to attend the lamp. Many who previously ridiculed the genie began to fight among themselves for his favor. Each proclaimed loudly that others were to blame for this loss of face before the world. Committees were appointed to find a suitable scapegoat to compensate for their damaged pride.

Above the din and confusion could be heard one distinct and persistent sound: an ominous, intermittent radio signal emitting from the new man-made miracle encircling the globe. It reminded all that the magic lamp of learning, if properly attended, has power to grant wishes beyond man's fondest dreams. It echoed the advice of the genie that the lamp cannot wish for a people. This they must do for themselves.

By **LINDLEY J. STILES**

Dean, School of Education  
University of Wisconsin





# Needed More Than Ever: Vocational Education

Even yet it isn't an integral part of our  
school systems as we had hoped it might be

H. M. HAMLIN

Chairman, Agricultural Education, University of Illinois, Urbana-Champaign

WE MUST not fail to recognize that vocational education is an important means of contributing to the solution of many of the critical problems of education that are now under discussion.

We want an educational program that will meet our national needs. Vocational education was brought into the schools because a national need for it was felt. It has contributed for more than 40 years to meeting national needs. The need for vocational education, sensed a half-century ago, has been greatly intensified and it will increase.

It is a little odd that many who feared a few years ago that American educators were being influenced by Russia now want us to copy Russian education. If Russia is to be our example, we should at least be clear regarding the nature of Russian education. It is not, as some would have us believe, simply education of the intellectually elite in science, mathematics and engineering.

## THREE LEVELS IN RUSSIA

Counts has reported that "the system evolved in the first 10 years of Soviet power recognized three levels of occupational qualification and training—lower, middle and higher. The first corresponds roughly to the category of semiskilled and skilled labor, the second to that of semiprofessional, and the third to that of professional. Based on the schools of general education and articulating with them at various points, a wide range of institutions was established to prepare youth for the three levels of qualification."<sup>1</sup>

<sup>1</sup>Counts, George S.: *The Challenge of Soviet Education*, p. 158. McGraw-Hill Book Company, New York. 1957.

The technicum, one of the institutions for nonprofessional vocational education, alone enrolled 1,800,000 students in 1954 compared with 1,600,000 enrolled in the higher institutions, according to Counts.<sup>2</sup> Many other institutions for providing vocational education, particularly for adults, have been developed, including institutions for offering evening, part-time and correspondence courses and programs for agricultural workers. The Soviets claim to have trained, during the last 15 years, more than 7½ million young workers in 500 narrowly specialized trades.<sup>3</sup>

## ISSUES NOT NEW

But we do not have to look to Russia for the issues regarding vocational education. They were thoroughly discussed during the decade 1907 to 1917 before the adoption of the National Vocational Education Act. Unfortunately, most of this generation has forgotten the discussions of 40 years ago, or has never heard of them.

An eminent commission appointed by President Woodrow Wilson reported in 1914: "While many different kinds and grades of vocational education will always be required, the kind

most urgently demanded at the present time is that which will prepare workers for the more common occupations in which the great mass of our people find useful employment."

This statement is equally true today. Said the commission: "There is a great and crying need of providing vocational education of this character for every part of the United States—to conserve and develop our resources; to promote a more productive and prosperous agriculture; to prevent the waste of human labor; to supplement apprenticeship; to increase the wage earning power of our productive workers; to meet the increasing demand for trained workmen; to offset the increased cost of living. Vocational education is therefore needed as a wise business investment for this nation, because our national prosperity and happiness are at stake and our position in the markets of the world cannot otherwise be maintained.

"The social and educational need for vocational training is equally urgent. Widespread vocational training will democratize the education of the country: (1) by recognizing different tastes and abilities and giving an equal opportunity to all to prepare for their life work; (2) by extending education through part-time and evening instruction to those who are at work in the shop or on the farm. Vocational education will indirectly but positively affect the aims and methods of general education: (1) by developing a better teaching process through which the children who do not respond to book instruction alone may be reached and educated through learning by

*Agricultural education and citizens committees have been topics for books by H. M. Hamlin. He has been, on several occasions, adviser to citizens committees. Dr. Hamlin has been chairman of the division of agricultural education, college of education, University of Illinois, since 1938. He is coordinator of services for the college. He was twice president of the Illinois Adult Education Association. . . .*

<sup>2</sup>*Ibid.*, p. 164.

<sup>3</sup>*American Vocational Journal*, 32:31 (December) 1957.



doing; (2) by introducing into our educational system the aim of utility, to take its place in dignity by the side of culture and to connect education with life by making it purposeful and useful. Industrial and social unrest is due in large measure to a lack of a system of practical education fitting workers for their callings. Higher standards of living are a direct result of the better education which makes workers more efficient, thus increasing their wage earning capacity."

Everything that has happened since 1914 emphasizes the wisdom of the commission's pronouncement. The acceptance of vocational education by the public has exceeded even the more optimistic expectations. Unanticipated values have emerged, particularly the contributions which have been made to the general purposes of our school systems in fields such as agricultural education and homemaking education.

Enrollments in nationally aided classes grew to 3,413,159 in 1955-56. Though the national vocational education acts have required only that national funds be matched by state and local funds, the states and communities contributed more than \$142 million and the national government contributed only \$33 million in 1955-56 to the cooperative program. In addition, the states and communities supplied the buildings and equipment used. The program has appealed to out-of-school youths and adults as well as to high school students; in 1955-56, 1,855,630 of 3,413,159 enrolled were in part-time or evening classes.

#### CONGRESSIONAL SUPPORT

For more than 40 years the Congress of the United States has repeatedly reaffirmed its support of vocational education. Its appropriation for 1957-58, \$40,888,412, is the largest in our history.

State legislatures have uniformly added their endorsements. In a test vote on funds for vocational education in the Illinois General Assembly in 1957, the senate voted 53 to 0 and the house, 114 to 3, to continue the appropriation made in the previous biennium.

Thousands of advisory committees made up of representatives of agriculture, business, homemaking and industry have been glad to spend extensive amounts of time in guiding and supporting local and state programs of vocational education.

A group of 23,928 Michigan citizens, most of them parents of school children, were asked in 1951-52 to

indicate what they would be willing to pay for, in addition to good education in the 3 R's, health and science, even if it might add to their school taxes. Seventy-four per cent said they would be willing to pay for instruction in a vocation and 61 per cent said they would pay for instruction in home and family living, one of its phases.

*By any criterion, vocational education in the public schools has been one of the greatest successes of the century.*

\* \* \*

**More and better vocational education is a modern necessity.** Our civilization is dependent upon technology. Our national defense is dependent upon it. It has frequently been estimated that about 15 trained technical workers are necessary for each professionally trained person.

We should not deceive ourselves into believing that private businesses and industries will provide all of the vocational education needed. It is true that the largest businesses and industries do a remarkable job in training their workers. Their spokesmen are those most likely to be heard. There are, however, no adequate public provisions outside the public schools for the vocational education of farmers, housewives and those engaged in the smaller businesses and industries. Those omitted from private training plans constitute at least 80 per cent of the population. There are few businesses or industries that do not welcome related programs of vocational education in the local schools.

Neither should we be deluded by those who believe that public agencies other than the public schools, such as the extension service in agriculture and home economics, are doing the job so well that no activity on the part of the public schools is needed. Many of these agencies are serving exceedingly well the purposes they were created to serve, but they were always intended to supplement, not supersede, the public schools.

If we were thinking only of providing the best public schools possible, we should want strong programs of vocational education in them to care for individual differences, balance the theoretical with the practical, and

relate public education to all elements of the public.

If we needed vocational education in the public schools in 1914, as President Wilson's commission thought, or in 1917, as the Congress of the United States thought, we need it far worse in 1958. If we should weaken or destroy it, we would "kill the goose that laid the golden egg."

One example may suffice. Before vocational education was introduced into the schools, there was fear in well informed circles that population increases would occur faster than food for the population could be increased. We had been able to provide food for a growing metropolitan population by settling new land, but by 1910 almost all of the new land had been settled. The country was becoming industrialized and cities were growing at an unprecedented rate. However, for the last 10 years, our problem has been, not a shortage, but a surplus of food. In 1910, the farm population was one-third of the total population; now it is 12 per cent of the total population.

There were more than six million farms in 1910; now about two million farms produce the food we consume. The director of research of the United States Department of Agriculture has estimated that, if farmers had farmed in 1950 as they were farming in 1940, the housewives of the country would have paid \$10 billion more for food in 1950 than they actually paid. Many factors have brought about the revolutionary increases in agricultural efficiency, but vocational education in agriculture in the public schools must be listed as one of the most important.

\* \* \*

**Though great progress in public school vocational education has been accomplished, we are in an era when much thought needs to be given to its future.** The rethinking of vocational education should involve boards of education, citizens committees, administrators, vocational teachers, and other teachers. Vocational education has never been what it should have been; rapid changes call for types of vocational education different from any that would have served in the past.

There has been too much separation of vocational and general educa-

**We need institutions beyond the high school, far different from the traditional four-year colleges and universities, that will be accessible to everyone in the United States above high school age.**

\*Report of the Commission on National Aid to Vocational Education, Vol. 1, p. 12. U. S. Gov't. Prtg. Off., Washington 25, D. C. 1914.

tors, though John Dewey and many others have shown that vocational and general education cannot really be separated. But in spite of arrangements which separate artificially, there is more communication between vocational and general educators than there has been at any previous time, and the way seems open for cooperative thinking and planning.

\* \* \*

**We have attempted to do too large a part of the task of vocational education in the secondary schools.** These schools can provide the beginnings of vocational education for some and they can provide counsel about vocations and preparation for vocations. But serious vocational education is largely to be done with persons beyond high school age. If we are ever to do what is needed in vocational education, we must forego the concept that schools are for children and youth, and accept the idea that schools are for any who need education, whenever in life they need it.

We need institutions for education beyond the high school, far different from the traditional four-year colleges and universities, which will be accessible to everyone in the United States who is above high school age. We have pieces of these institutions of the future in the metropolitan communities: junior colleges, vocational schools, technical institutes. The smaller cities and the farming communities are largely unserved by any of them. Any post-high school institution we build should provide adequately for pre-service vocational education for youth and inservice vocational education for adults of all ages. Such an institution removes from the high school the burden of providing more vocational education than it can appropriately provide. It makes possible serious and realistic vocational education, given at ages when students can best use it.

Comprehensive, balanced, well knit programs of vocational education are few. Many schools provide only one or two types of vocational education. Educational programs in agriculture, distributive occupations, homemaking,

and trades and industries are much too commonly distinct programs. Counseling is not well related to vocational education. We have not yet made vocational education an integral part of our school systems as we had hoped.

Those who believe that the public schools may serve the public interest in ways that private education is unlikely to serve it may well be concerned about allowing private groups to assume the full responsibility for vocational education. If the public schools default, we shall have more and more vocational education by corporations, labor unions, and farmers organizations. These groups serve legitimate educational functions, but we would not turn over to them all responsibility for nonvocational education. There are equally good reasons why they should not have exclusive responsibility for vocational education.

\* \* \*

**Responsible school officials, school staffs, and representative citizens might well review their local situations to see whether they have not already gone too far in turning agricultural education over to farmers, industrial education to corporations and labor unions, and business education to business groups,** though these types of education are conducted in the public schools and are presumably conducted in the public interest.

We want quality in our educational programs. There is no area of education in which quality performance is more easily seen than in vocational education. Serious students in vocational education must meet the standards of the vocation they are entering or have entered. Could there be any better way of getting quality?

We want our high school students to mature and to take their work seriously. Vocational education does more to mature them than other forms of education because of its close contacts with the serious business of life.

\* \* \*

**We must think more about local or area institutions which will provide vocational education and other types of education beyond the high school.**

We are worried about overcrowding our colleges. With 54 per cent of our high school graduates going to college, we should be. It is obvious that 54 per cent of them are not going to be needed in the professions, though some professions need more workers than they have. With an increasing percentage going to college, we are starting to remake our secondary schools into college preparatory schools on the premise that almost anyone may go to college. Thus we indicate that we expect that vocational education is to be provided by the colleges and that the local secondary schools will be absolved of any responsibility for it.

#### **FUNCTIONAL TRAINING NEEDED**

We want more teaching of science and mathematics and we want these subjects taught functionally. It should occur to us that the vocations for which training is needed require science and mathematics and that vocational educators must see that their students are taught these subjects thoroughly and functionally if they are to be proficient in their chosen occupations.

We don't want to waste those who are professionally trained in jobs others could do. We hear of a shortage of engineers, but we hear also that a high percentage of engineers are doing work of less-than-engineering grade. Vocational schools provide the helpers they need. Similar situations prevail with respect to all of the other professions.

We want "butter" as well as "guns." It is possible to have it only if we produce more skilled workers than we have ever had; vocational education produces them.

Actually, there is no real danger that vocational education in the public schools will suffer as a result of current discussions which emphasize science, mathematics, college preparation, and education for an intellectual elite. The raucous voices we are currently hearing are drowning each other out. The public schools are still controlled by the people of 49,000 school districts, 48 states, and the nation, and the people have made clear their intentions regarding vocational education.

\* \* \*

The present danger is that schoolmen and school board members may not understand the public attitude toward vocational education and may temporarily heed the vocal minorities who do not understand it either. School administrators who would like to be around for a while would do well to give vocational education more attention, not less attention, during the next few years. #

**Rapid changes in our way of life call for types of vocational education different from any that would have served well in the past. We must think more about vocational education beyond the high school.**

*Joseph S. Butterweck, director of the Experimental Program in Teacher Education supported by the Fund for the Advancement of Education, is familiar with the many phases of teacher training. Dr. Butterweck went to Temple University in 1926 as assistant professor of education. He has held the positions of director of the department of secondary education and acting dean of teachers college. Before going to Temple, he was a science teacher at Moorestown, N.J.; science teacher and later principal at Haddon Heights, N.J., and assistant in research at the experimental Lincoln School, Columbia University.*

## THE END OF AN ERA in Teacher Education

JOSEPH S. BUTTERWECK

WE ARE approaching the end of an era in teacher preparation, an era that has served well the cause of education during the period in American history through which we have just passed.

But we are already well advanced into a new period in history, a period that in many respects is fundamentally different from Nineteenth and early Twentieth Century America.

### THE OLD ORDER

In the Nineteenth Century we needed elementary teachers for a rapidly growing pioneering country dedicated to the concept that a democratic society must consist of people who have a command of the three R's.

We provided the teachers for such a society through state supported teacher training institutions usually known as normal schools. These institutions equipped teachers with a thorough knowledge of the fundamentals of education as well as the competency to pass this information on to their pupils.

To ensure that the new generation received its instruction at the hands of properly qualified teachers, the state took measures to permit only the "competent" teacher to gain a license to teach. Licensing usually began with the passing of the prescribed examinations.

When this process became burdensome, certification to teach assumed a new form. Years of post high school preparation, together with credits earned in designated courses, replaced the county or state examination.

The early decades of the Twentieth Century created a new problem in public education. As the United States moved from an agrarian to a technological society, the importance of secondary education was stressed. The

rapid increase in the secondary school population, augmented by the rise of the junior high school which dipped down into the elementary school and embraced its seventh and eighth grades, created a need for properly prepared secondary school teachers.

The problem of supplying adequately prepared secondary school teachers in the Twentieth Century was, however, different from the problem faced by society in the Nineteenth Century when elementary school teachers were needed.

The four-year college already supplied the academic content of a "good education," and because the high school of that day was primarily a college preparatory school, all that the state had to do was to assure itself that the college graduate could impart the knowledge he had gained.

Credits earned in so-called professional courses as part of a baccalaureate program became the answer.

The normal school responded to the increased demand for secondary school teachers by adding appropriate academic courses in order to become a four-year degree granting institution.

By these means the state assumed it had assured itself of a supply of adequately prepared teachers.

This might have been the case if society had retained its Nineteenth Century character. But anyone who has seen American society move through two world wars and a depression, as well as the attending revolutionary changes, and now sees the entire world pass through similar changes and emerge as an atomic world interested in interplanetary research must accept the fact that a teacher prepared in one generation is not likely to remain competent long.

Teacher training institutions and state departments of education are

making changes to meet the changing needs. College courses are being revised to provide a more functional education for youth. State departments are modifying their certification requirements by providing new incentives for professional growth. Graduate schools of education are expanding their offerings to include the content growing out of findings in psychology, sociology and anthropology, as well as educational research.

But the assumptions in teacher education are still in the main the same as they were in the Nineteenth and early Twentieth Century, to wit:

1. That the essential skills, attitudes and insights necessary to ensure teaching competency can be taught off the job, either as part of concentrated professional training or as an experience running parallel to a four-year program in academic or general education.

2. That the state can assure itself that competency has been attained if the applicant gives evidence of having passed a certain number of courses of a specified professional nature.

3. That, having received such a certificate of competency, the individual is now a free agent to sell his services to whatever public school will employ him.

4. That henceforth any professional growth on the part of the teacher shall result solely from his own initiative. Although there usually is a small amount of mandatory course taking before permanent certification is assured, the increased competency arising therefrom is negligible.

### OUR PRESENT ORDER

This, I contend, is the era in teacher education that is coming to a close. Let us briefly examine it to see why it no longer suffices to prepare the



kind of teacher needed in the last half of this century.

1. *Tenure.* When the teaching profession desired to protect its members from employment insecurity it induced legislators to pass tenure laws. At the same time it protected its own members, the teaching profession by this act also placed its public school system into jeopardy. For it is possible under a kind of free enterprise in professional growth for a teacher to hold a job for 30 or 40 years without doing a single thing to keep up with changes that are bound to take place in more than a generation of time.

We have here two social-civic principles in conflict with each other: the protection of the job of the individual teacher through tenure laws, on one hand, and giving the teacher complete choice in the quantity and quality of his professional growth, on the other. By protecting the individual we are in definite danger of hurting society.

2. *Salary incentive.* A mandated salary schedule was instituted to give further protection to the teacher and also to provide incentives for professional growth. The incentive factor, however, soon played a secondary rôle in practice. It was used as a means of convincing legislators of the need for salary legislation but soon became part of an automatic increase for all teachers.

The teachers received rewards for what was assumed to be increased competency when, as a matter of fact, it was in many cases merely increased years of service.

#### **SALARIES MADE INCENTIVES**

As specialists grew in quantity (supervisors, administrators, guidance counselors, remedial reading experts, and the like), incentives to enter these fields were created through higher mandated salaries. Associated with these specialties were certain desired competencies. And legislation was created to ensure that those certificated for these "more responsible" positions had these competencies.

Because the established pattern for any certification was that of courses passed of a specified nature, an array of "graduate" professional courses came into existence to meet the needs of the many teachers who were seeking the higher financial rewards by acquiring a certificate in some specialized field.

The result of this is that today a large number of ambitious teachers are "prepared" with certificates in hand to jump into hoped-for advanced positions rather than use their energies to improve their competency on the job they are holding at the time.

By this system of salary incentives, society has also frozen the unambitious person into a position of security with automatic financial rewards but with jeopardy to the teaching profession. At the same time it has encouraged the ambitious person to focus attention and energy on a projected job (administration, guidance, and so on) and away from the teaching process.

Teaching boys and girls and helping them to grow into the best possible men and women, the chief reason for having a tax supported public education, has therefore not become the primary end product of the various salary incentives that society has created.

3. *Relationship of public school and teacher training institution.* Teacher training institutions have the responsibility and are supposed to have the professional knowledge to produce teachers. The state has accentuated this assumption by defining competency in terms of the wares which colleges and universities are selling—credits in courses.

Public schools absorb this product into their system and pay it the mandated salary on the assumption that credits earned and competency attained are synonymous.

#### **CREDITS COUNTED COMPETENCY**

Today, therefore, we place teacher training into the hands of a college and accept credits earned as a measure of competency to teach.

We encourage the individual to make his professional decision early and then we provide a specialized training designed to prepare him for a specialized job. If decision was not made early enough to provide this specialized training during his college years, we create for him an intensive fifth-year program of specialized training in his field.

We do this before either he or the profession has had an opportunity to explore his fitness for the task at hand.

The certificate that the state provides at this stage is accepted by the public school as evidence of teaching competency.

The school is then required to use the candidate's services only for the particular specialized training for which the certificate claims that he was prepared.

The school provides little or no specific help for this neophyte but assumes that certification and ability to adjust and grow are synonymous.

Salary increments thereafter are automatic and employment is permanent at the discretion of the teacher.

Additional compensation is mandated for those whose initiative and

perseverance have caused them to accumulate additional college credits.

This is our plan of teacher preparation for a society in which change is continuous and the future unpredictable; a society which through research is constantly discovering new ways of meeting impending problems; a society which was agrarian, then became urban, and now because of ease of communication is becoming suburban; a society originally consisting of individualistic leaders but in which "other-directed" values are creating "organization" men; a society for which the words "democracy" and "freedom" stir the emotions but socialistic practices and security induce somnambulism.

#### **THE FUTURE**

To forge a new approach to teacher education there must be an understanding and acceptance of certain facts and assumptions. What are these?

1. The ideal college program helps the student to explore the world of his day. This exploration is intellectual, cultural and vocational. But the vocational contribution is only exploratory. The college cannot with efficiency provide the skills and abilities that lead to vocational competency. These must be provided on the job.

Even the professional choice emerging from such college exploration is necessarily tentative. Whether the individual is best fitted to become a teacher of science or a laboratory technician can now be predicted with a fair degree of accuracy. But whether he should teach in a sixth grade or in a senior high school or in college can usually be best determined through trial on the job.

Furthermore, the college cannot provide sufficient teaching competency for any of these assignments through methods courses and practice teaching to entitle its graduates to certification as a "finished" teacher.

2. The public school is the laboratory in which these teaching competencies can be acquired. But the public school, as a rule, has neither the staff nor the professional orientation to provide an intensive program of training for the beginning teacher.

3. Involvement of the neophyte must be sufficiently complete to be realistic for him and for the school. It must involve complete responsibility and must provide satisfying financial rewards.

4. Involvement under the joint direction of the public school and the teacher training institution must continue long enough to ensure the kind of competency that permits individual growth from individual effort.



This varies with the individual but, as a rule, it is not attained in less than three years' time. The neophyte's concern during the first year is usually with control of his class and with his own emotional adjustment to a new situation. The second year he becomes concerned about resource material for his classes and long-term planning, and he begins to recognize his pupils as individuals with individual problems, hopes and ambitions. It is not until the third year, as a rule, that he is ready to concern himself with the rôle of the school as a social agency and its modification to meet changing needs. But until he has reached this point in his development, he is not a self-propelling professional worker.

5. If the master's degree is to be the index for the kind of professional growth that justifies society's expenditure of increased compensation, then the teacher is not entitled to the master's degree until he has attained the level of competency implied earlier.

Points 4 and 5 are lost sight of in the present emphasis on the so-called fifth year program. Merely moving the professional training to a fifth year does not strike at the heart of our teacher education problem. This is simply a temporizing solution.

6. The upgrading of teaching in a particular school system can come from an intensive inservice program promoted by the school system with the aid of consultation from a school of education. Our graduate school at Temple has such a program, which will be described under "Temple's Effort."

In my opinion, upgrading of instruction is not so likely to emerge from courses teachers take on campus. I believe that inspiration for and direction of better teaching can best come from institutes for selected personnel. Further, I hold that such institutes, when promoted by a graduate school, are more likely to prove satisfactory.

7. Since the profession of teaching tends to remove individuals from active participation in the workday world of society and since tenure laws tend to freeze a teacher in a particular job for a long time, promotion or salary increase beyond certain levels needs to be associated with an understanding of a world that has changed and is changing.

Courses designed for teachers and dealing with the changing perspectives in the social sciences, the humanities, and the natural sciences can help fill this need.

#### TEMPLE'S EFFORT

The assumptions and facts indicated here, if valid, must be de-

### LEADERS IN YESTERYEARS

Johann Heinrich Pestalozzi (1746-1827) influenced American education through his "object lesson" and his belief that the ultimate purpose of all education must be social progress.



Johann Friedrich Herbart (1776-1841) developed the lesson plan teaching methods that he called the Formal Steps. These, early teachers adopted widely and used until the Twentieth Century.



Friedrich W. A. Froebel (1782-1852) developed the kindergarten, as he believed education lacked a proper foundation. He introduced the idea of young unmarried women as teachers.



William James (1842-1910) pioneered in educational psychology. He set up America's first psychological laboratory and inaugurated Harvard University's first lecture course in psychology.



John Dewey (1859-1952) revolutionized American education by contending that education is a social process and that to promote this process a school must be a democratic community.



veloped into an integrated program of teacher training. What form such a program will finally assume is not clear. What part of the expense of such a program will be assumed by the state and what part will be borne by the individual or the school district, cannot be predicted at this time.

But beginnings are in evidence here and there throughout the country. At Temple University attempts in this direction have been in progress since 1954.

The Experimental Program in Teacher Education, supported by the Fund for the Advancement of Education, has involved 169 beginning teachers in one phase of the program and 150 experienced teachers in another phase.

The department of public instruction of the commonwealth of Pennsylvania has cooperated in making one of these plans possible by creating a special certificate for graduates of liberal arts colleges who desire to teach but who are lacking the necessary credits.

Any college graduate who provides evidence that a superintendent of schools in Pennsylvania is willing to employ him as a teacher and that an accredited teacher training institution is willing to assume the responsibility to provide the necessary teacher training for him will be granted an interim certificate to teach that subject and grade for which he is being employed, after obtaining six semester hours of credit in education and satisfying the academic requirements in the subject he is teaching.

This gives the local superintendent the freedom necessary to assign the prospective teacher those responsibilities for which he seems to be best fitted without the limiting restrictions usually imposed by state certificates or by an imbalance in the supply and demand for particular kinds of teachers.

#### SPECIFIC TRAINING

The teacher training institution with the help of the public school then proceeds to provide the inservice training needed by the individual for the type of position he holds. This training includes both course taking and supervision.

The preparation continues until reasonable competency has been attained. This is usually associated also with the attainment of an M.A.

When the teacher has in this manner met the requirements for a college provisional certificate, such certificate is granted, and the teacher thereafter is regarded as fully certificated to teach in the field for which the certification was granted.

Another phase of our program at Temple is conducted by liberal arts college professors. Operating in teams of three, they provide general education courses in the humanities, in the social sciences, and in the natural sciences. These courses at the moment are in various stages of refinement. Liberal arts colleges cooperating with us in this effort are: Albright College, Franklin and Marshall College, Lebanon Valley College, Muhlenberg College, and Ursinus College.

New needs are not met by a rigid, preconceived program. Whatever is tried must be flexible enough to be modified or even discarded if experience proves it to be inadequate. But to meet new needs there must be a conviction that changes are necessary, and there must be an anticipated remedy as carefully and definitely outlined as critical and constructive planning permits.

In addition, there must be the courage of one's convictions even if the projected change seems at first to interfere with vested interests.

It is with these assumptions that the Experimental Program in Teacher Education at Temple was conceived and is currently in operation.

Mistakes will be made and will be corrected when they are evident. But in the meantime the pattern of teacher education in which we are engaged attempts to: (1) select able graduates of liberal arts colleges; (2) provide an on-the-job training program; (3) require teaching competency as a requisite for a master's degree; (4) involve the local school in a cooperative responsibility for the training, and (5) develop a staff of academic professors who will be competent to give a functional program of "general education" for teachers who have experience.

This is one effort to use our growing knowledge about the nature of learning, our experience with giving teachers greater security, and our realization that the increased tempo of the world makes new demands on our schools.

#### OTHER EFFORTS PROMISING

But this is only one such effort. Others also exist; some only small in scope, others comprehensive.

Television is opening new methods of broadening the horizons of our boys and girls. Experimentation in its use in the preparation of teachers is already under way.

The concept of "teacher aides" is introducing a form of internship which gives promise of creating teachers for various levels of service, thereby recognizing the existence of individual differences among teachers.

Some school systems are making budgetary provisions for an extensive inservice education using the best resources available in the universities, in the public schools, and in business and industry.

A new pattern of teacher education for a new era will come from the many efforts of frontier thinkers and doers, provided the teacher education profession and state departments of education sever the bonds of tradition and give freedom of expression to the leaven now at work. #

Teacher-study relationships in the modern college classroom can be informal. A summer orientation group meets with the instructor at Temple University.



**H**OMEWORK should not be expected of the school child in the lower grades but should be required in increasing amounts from pupils beyond the third grade.

Such is the consensus of administrators who answered this month's opinion poll. Almost all (96 per cent) are in favor of scheduled study time during school hours. The majority want no increase in the length of the school day to allow for it.

About 68 per cent of those replying would like no homework at all for children in the lower elementary grades. Respondents indicate that the only homework that can be given elementary pupils is meaningless copying and that this fatigues the pupils and kills their natural liking for school.

The 31 per cent who favor homework for Grades 1 through 3 stress projects, reports and special studies, not repetitious, drill-like tasks. "Meaningless drills or 'busy-work' kills the pupil's desire to study, and later on, when he needs to work on his own, he will not," a Nebraskan maintains.

For the upper elementary grades, 79 per cent would require homework. "Children in Grades 4 to 6 can profit from problems and nonsupervised memory work," says a Maine administrator. "A program of increased scholastic emphasis must start in the grades."

Yet a Michigan man emphasizes, and many agreed with him: "Homework just for the sake of giving extra work should not be encouraged."

For both junior and senior high schools, 95 per cent of the administrators favor "an increasing requirement of homework, aimed at building independence and responsibility."

## HOMEWORK

. . . OPINION POLL

**Scheduled study time important but not enough to warrant increasing length of school day, say majority of administrators**

*A nationwide sampling of superintendents' opinions by The Nation's Schools*

Necessity for outside library facilities is cited by some as a reason for homework assignments: "Homework should be work that requires information or facilities not found at the school." Others give the need for library facilities as a reason *against* homework: "Students do not have the facilities to study properly at home."

Chief concern of the schoolmen, however, is not with equipment and facilities. The issue seems to be whether students can get as much good out of studying on their own as they can if they are supervised.

Several respondents doubt that their students have time to do homework. "Many of my youngsters work long hours at after-school jobs," reports an Illinois educator. "Home conditions and parental relationships make home study impossible for some students," observes a New Yorker. But: "At least homework keeps them off the streets."

Value of homework as a character builder is stressed by several. Says an Iowa administrator: "A child needs to learn to assume responsibility at an early age. He needs to realize that learning does not end with school; a successful adult learns his job does not end with an eight-hour day."

The number of hours of homework that schools require appears to vary with local conditions, educational aims, and personal qualifications. Lowest requirement was from no homework to half an hour a week in the elementary grades and from two to five hours a week in high schools. The average was about three hours a week in elementary schools and from four to six hours in high schools.

One superintendent would require 10 hours a week from his elementary pupils and a gruelling 25 hours a week from his high school pupils. (Who would correct all this work?)

The question of who corrects the homework is touched on by a few administrators, but for the most part it is tacitly taken for granted that one of the reasons the school day should not be lengthened is to give hard working teachers time to continue working hard at correcting papers.

### ACTIVITIES AFTER SCHOOL

About 80 per cent of the superintendents who answered the last question would not lengthen the school day for scheduled study; 67 per cent would leave the junior high school day alone, and 61 per cent like the senior high school day as it is. However, an Iowan would "lengthen the school day for those participating in sports, music and speech," in effect, if not in fact, by putting these activities after school where many of the administrators say these activities really belong.

Where is the extra time for scheduled study to come from? An Iowan insists: "We must increase either the hours in the school day, the months in the school year, or the number of years required if we are to accomplish all we are attempting."

However, most of the administrators seem to feel that things will fall into place somehow. Reasons given for not lengthening the school day included the following: "Children's minds get tired after six hours." "Bus transportation prohibits this in our system." "Present work load prohibits addition of more hours to the scheduled day."

### HOMEWORK, SCHEDULED STUDY TIME, AND LONGER SCHOOL DAY

- Should homework be expected of the school child in:  
Lower elementary grades?  
Yes...31% No...68% No opinion...1%  
Upper elementary grades?  
Yes...79% No...20% No opinion...1%  
Junior high school?  
Yes...95% No...4% No opinion...1%  
Senior high school?  
Yes...95% No...4% No opinion...1%
- Should time for study be scheduled as part of the school day?  
Yes...96% No...2% No opinion...2%
- Should the number of hours be increased to allow scheduled study for:  
Elementary schools? Yes...18% No...80% No opinion...2%  
Junior high schools? Yes...31% No...67% No opinion...2%  
Senior high schools? Yes...37% No...61% No opinion...2%



School board members are beginning to feel uncomfortable and oppressed by their increasing professionalization

## The Passing of the Lay Board

CALVIN GRIEDER

Professor of School Administration  
University of Colorado

AS AMERICAN public education becomes more complex and extensive, the lay character of school boards seems to be undergoing a change. The line of demarcation between "professional" and "lay" is becoming less definite. The deliberations and actions of boards of education are taking on an increasingly "professional" color.

The school board as an agency for the local government of public education has experienced three phases. In the early days, during approximately the first 200 years of our history, the board or school committee actually administered schools. From the middle of the last century through the first 40 years of the present one, the tendency gradually grew for boards to turn administration over to professional administrators. The latter decades were the heyday of the "lay" board, in the sense that board work was conducted more in the spirit of lay citizen activity and less along professional or semiprofessional lines.

### TEAM IDEA DEVELOPS

Since 1940, roughly, we seem to have been in the third phase, with emphasis on the team approach to educational administrative problems. Boards and administrators, while in theory still retaining their identification as laymen and professionals, are working ever more closely together. In thousands of communities they are also calling in citizens committees for assistance.

Much is to be commended in this development, yet there is a potential weakness too. The problem that is going to emerge sharply in the next decade or two is how the board of education can retain its lay charac-

ter in the face of a pronounced trend toward professionalizing or at least semiprofessionalizing school board work. This is, incidentally, also a problem in institutions of higher education, where governing boards exhibit a lamentably weak grasp of their functions and frequently encroach upon the sphere of internal institutional administration.

The difficulty in preserving the lay character of the school board stems from a number of causes, each of which operates in greater or lesser degree in most school systems. In the observations which follow, no attempt is made to fasten blame, if there is any blame, on any particular group, with two or three exceptions. Indeed, the predicament in which lay school boards find themselves today is largely not of their own making and very likely not to their liking.

The growing complexity of educational service, increased demands on the school, and the tremendous growth of school enrollment are major factors of the difficult position that school boards find themselves in. The kinds of decisions that they are called on to make require considerably more

background and knowledge than amateurs can be expected to possess. The distasteful alternative is to charge professional administrators with responsibility for policy making and decision making, with the board acting in a reviewing capacity. This would result in the board's approving, disapproving or modifying administrative actions *ex post facto*—a cumbersome if not completely unworkable state of affairs.

### ADMINISTRATORS NEED HELP

Furthermore, it is extremely doubtful that administrators would be willing or able to carry such a load. The sheer weight of the burden of multiplying problems and aggravated conditions of educational service must, it would seem, be shared.

Some idea of the many subjects that boards are called on these days for policy decisions can be gained from topics listed in convention programs of state and national school board conventions:

- Curriculum improvement
  - Qualifications and appointment of teachers and other employees
  - Instruction by television and other audio-visual means (in the area of teaching methods)
  - Finance (budgets, tax levies, bond issues, state support, federal aid)
  - Selection of future school building sites
  - Building planning and construction
  - Salaries, including merit pay plans (one of the hottest issues of the day)
  - Textbooks and supplementary materials of instruction
  - Community use of school facilities
  - School and community relations.
- If one did not know which convention he was attending, he might easily

*Calvin Grieder steps from his usual rôle as commentator in the Administrator's Clinic to scrutinize the changing character of school boards. Dr. Grieder is a professor of education at the University of Colorado, and has written many magazine articles in the school administration field. From February to October 1955, he lectured in schools and colleges in South Africa under a Fulbright lectureship.*



This problem is exacerbated by the deficiencies of some administrators. They themselves are too often wanting in knowledge and leadership ability. Criticism of real or imagined domination by professional educators has made some lean over backward to avoid it. Some are simply too timid or unsure of themselves to behave as professional administrators are expected to behave. Far too many administrators, perhaps for one or more of the reasons just given, are reluctant to make to their boards positive recommendations supported by data. So often they simply toss a problem to the board without giving it a point of departure for its deliberations and reactions.

This weakness in administrative behavior puts the board in a most disadvantageous position. It makes demands on the members that are unfair to them and fosters encroachment by the board on the administrative province. It also makes for more frequent and long drawn out board meetings.

sincere effort to administer education democratically. An erroneous conception of democratic administration and a literal interpretation of the conviction that "the schools belong to the people" may lead unwittingly to a genuine abdication of professional responsibility. The place of the expert in the democratic process is not well understood by many professional administrators and official boards alike.

Another consideration is pertinent at this point. School board members today are drawn from a population having a higher educational level compared with earlier generations. They should be generally better informed persons, and hence they should have a more lively interest in school affairs.

The question that we arrive at, finally, is: How much should school board members be reasonably expected to know and still remain laymen in the realm of educational administration? One might also ask how much time laymen can reasonably be expected to give to unpaid public service.

In the end, a thoughtful person must frankly concede that we are faced with a serious dilemma, posed in the question stated.

Board members themselves are beginning to feel uncomfortable and to some degree oppressed by their endless and difficult responsibilities. If they continue on the road they appear to be following—toward increasing “professionalization”—school boards will soon find themselves carrying an impossibly heavy burden, and lacking enough of both time and knowledge to do it well.

**Teaching is more effective**

**when it's bolstered by**

## **AUDIO-VISUAL SERVICE**

**HELGE E. HANSEN**

*Audio-Visual Director, Dearborn Public Schools, Dearborn, Mich.*

**D**EARBORN public school teachers are well supplied with many types of audio-visual materials, including maps, globes, chart materials,

bulletin boards, flannelboards, art materials, tapes, records and even filmstrips. Space and equipment are available for the production of dior-

amas, terrain tables, posters, charts, handmade slides, and pictorial display materials. In some elementary buildings each classroom has a record player.

That teachers avail themselves of these resources is evidenced in the many splendid culminating activities that a visitor sees as a part of classroom work. To illustrate, the farm unit becomes a farm exhibit; the study of the steam engine includes a trip to Greenfield Village to observe the history of these machines as real engines; world history and current events are enriched by a monthly newsfilm and by films and filmstrips relating to the period being studied.

ETV is now used in teaching Spanish to third graders in three schools. We feel therefore that the classroom utilization of audio-visual materials can be a fair measure of good and effective teaching. We feel that much progress is being made.

We permit children to use audio-visual equipment. Teachers encourage children to use the opaque projector to transfer maps to the blackboard and onto posters. Desk viewers for filmstrips are now being tried for individual study on assignments and research.

Two teachers and their pupils are preparing large terrain maps from plaster of paris.

The high school language teachers are testing the language tapes in French, Spanish and Latin, permitting students to use tape recorders.

Several buildings are now keeping objective reading progress records by

*ANYONE WHO WORKS with the modern school system realizes the value and potential effectiveness of today's audio-visual program. Administrators working with their peers, their staff, the board of education, and community find that audio-visual technics are effective in the communication of their ideas.*

*It would appear to us, who are constantly being confronted with new scientific developments, that the next few years will see striking advancements in more and better audio-visual equipment and the use of this equipment to do a more thorough job of teaching. We may be on the verge of a break-through in better utilization of audio-visual materials in dealing with the individual child. Perhaps much of his daily study and lesson preparations will involve A-V equipment in home, school and community.*

*Rather than express our concern over the replacement of the teacher with audio-visual devices, we should use these devices more effectively to enhance the teacher's impact on her students.*

*More and more we should utilize situations in which a pupil or a group of pupils have the opportunity to study, experiment and create with a maximum of self-direction.*

*If A-V materials help to make teaching more efficient and permanent, then we administrators need to practice what we preach—to use these materials in our administrative procedures for inservice education and community contacts.*

—STUART L. OPENLANDER  
*Superintendent, Dearborn Public Schools*

means of recorded tapes of first and second grade youngsters.

The college is now using four overhead projectors for hydraulics, auto mechanics, drafting, electronics and related subjects. We could continue to cite many more excellent examples of audio-visual utilization that are improving and enriching instruction.

True, some teachers are still reluctant to try the new. By example and through workshops, these few are being reduced in number. Recently the use of slides and flannelboards by our superintendent and our assistant and deputy superintendents in administrative situations has given everyone a "new look" at the effectiveness of these tools. Such demonstrated leadership can move a whole program forward. Perhaps the "break-through" is here.

While these examples illustrate how teaching is being influenced by A-V materials and technics, a carefully drawn plan for an audio-visual center to provide materials had to be implemented by the administration.

The primary concern of the Dearborn Audio-Visual Center is the improvement of instruction at all levels from the kindergarten through grade 14. To serve this function successfully many man-hours must be spent in meetings with teachers, committees, P.T.A.'s, administration and others. It is almost axiomatic in our thinking and planning that little can be accomplished in the central office, that changes occur when people are met, challenged and really helped. We constantly search for means which will help teachers and administrators improve their teaching practices and procedures. From this philosophy of service many educational activities result which keep the center busy.

We in Dearborn serve 35 elementary and secondary schools with a total enrollment of 22,500, plus the Henry Ford Community College with some 6300 students. Fortunately, there is complete daily mail service to all our buildings. We make building visits a part of our weekly schedule. Telephone calls are often so heavy that they impede work.



*The daily TV lesson in Spanish is heard by third grade pupils. In two months they have learned many Spanish phrases.*

Specifically then, what are the duties and responsibilities of the Dearborn Audio-Visual Center? There are two primary areas: those related directly to instruction and those involving procedures of operation. There is some overlapping of these responsibilities, however.

#### HOW USED IN INSTRUCTION

1. *Faculty meetings.* The director meets with each building faculty at the request of the principal or the faculty at least once a year. An hour or more is devoted to audio-visual problems or in learning new teaching technics. Every teacher is given a greater understanding of the activities of the center.

2. *Workshops.* No general audio-visual workshop has been tried or contemplated. Teachers are met in small groups, the conference usually being called for a specific audio-visual need. Because such groups are small, direct instruction and information can be given and shared.

3. *Planning new buildings.* Members of the center serve on all committees planning new buildings and

the additions to existing buildings. The director acts as adviser to all areas of the curricular program in planning for audio-visual needs of classrooms and special purpose areas. Hence all windows of our new buildings can be darkened with full closure draperies. New buildings have their own projection screens. We are budgeting funds each year to darken 60 additional classrooms in older buildings. All buildings now in the planning stage will go one step further: They will have a teaching materials center, combining library and audio-visual services.

4. *Educational television.* Coordination of all educational television activity is supervised by the audio-visual center because we regard television as simply another area of the A-V specialist. Membership on the operations committee of Detroit's educational television station, Channel 56, and the Detroit Metropolitan School Administrators' Association ETV committee helps keep the center abreast of the field.

5. *Previewing and evaluations.* The knowledge of new teaching materials

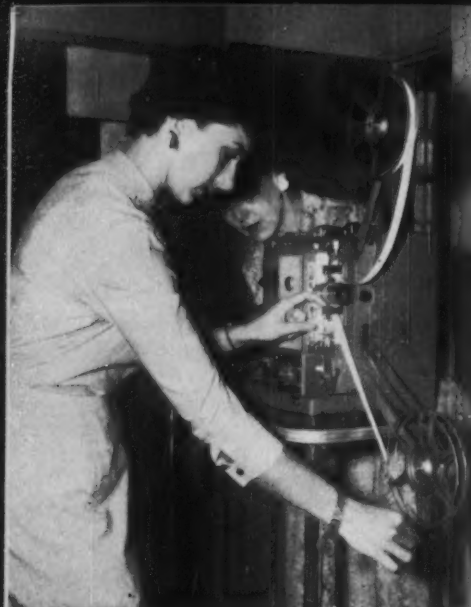
*Before going to Dearborn as A-V coordinator, Helge Hansen was director, A-V services, University of Minnesota, and assistant A-V director, University of Michigan, where he received his master's and bachelor's degrees. He has taught in several Michigan schools. He is a lecturer for the University of Michigan School of Education.*

*Stuart L. Openlander, before taking over the administrative post in Dearborn, had been superintendent in Wayne and Holt, Mich. Supt. Openlander received his bachelor's degree from Albion College, his master's degree from the University of Michigan, and is presently working on his doctorate in education from Michigan State University.*



H. E. Hansen S. L. Openlander





*A building coordinator shows a teacher how to thread a projector. All teachers must operate A-V equipment.*

*All requests for A-V materials reach the center on special forms. Entries are made daily on file cards to keep records accurate.*



is important to curricular development. Standing committees and special committees of teachers are used to evaluate many new materials each year. Records are maintained on all of these evaluations. Later these records become the bases of special film lists and even purchases. They may also become a recommended part of the course of study.

#### **OPERATING PROCEDURES**

1. *Film library.* Dearborn teachers have 1025 educational film prints available for classroom use. These films are carefully catalogued, and a copy of these catalogs is furnished to each teacher. In two days after a teacher makes out a film request form, he can have the film in his class. No specific time limit is set on how long a film may be borrowed, but we expect the time limit to be reasonable. Telephoned orders are frequently taken but not encouraged.

2. *Filmstrips and recordings.* The center has 2200 filmstrips, 450 recordings, and some sets of slides that are booked and distributed along with the films. Individual schools may buy a few filmstrips of their own and most of their records, but these purchases must be from special funds or grants. They may not buy motion pictures. These audio-visual materials are catalogued and stored in the school library.

3. *Outside rentals.* On a special form supplied to all teachers, all outside film rentals are channeled through the center and are processed to outside rental libraries. On such bookings, confirmation slips are returned to the teachers as soon as possible so that they can plan for the film's arrival. At least two weeks is required for outside bookings. All rented films come directly to the center, are processed and forwarded to the proper building, and then returned again to the center for reshipment.

Rentals and postage are paid from the center's annual budget. During the 1956-57 school year about \$3500 was spent on the rental of 1305 film titles. Some of these films returned five and six times because of repeated requests and needs.

4. *Equipment pool.* All of our buildings have enough audio-visual equipment to meet their ordinary needs. The center, however, keeps a pool of "floating" equipment to meet peak loads. This pool includes 10 tape recorders, eight opaque projectors, microphones, slide projectors, mixers and many other items for teacher use on both short-term and long-term loans.

5. *Maintenance and servicing.* Equipment purchased in cooperation with the audio-visual center is main-

tained by the center from an annual appropriation for this purpose. Equipment not approved must be maintained by the individual schools from their own resources. Thus we exercise a reasonable degree of control on all audio-visual purchases and penalize those schools that do not conform.

Most of the audio-visual equipment is checked each summer. It is our regular practice completely to overhaul all of our motion picture projectors during this period.

6. *Supplies.* All audio-visual supplies are kept at and sent out from the center. These supplies include lamps, tubes, belts, tapes, slides, flannel materials, parts, and dozens of other items. Quantity purchases and bids make this system much more economical. An annual budget appropriation, as determined by a survey in May of the preceding school year, covers the cost.

7. *Inventory.* A continuing inventory of all audio-visual equipment in the school system is maintained by the center.

8. *Annual budgets.* Before the budget for individual schools is determined each year, the audio-visual director meets with each principal to plan for the year's needs. A principal's annual A-V budget must be approved and signed by the audio-visual director. The principal may also call for help from the center during budget hearings.

9. *Files and catalogs.* Complete files on audio-visual materials and equipment are kept by the center. Specialized or selected listings, special resources, and other aids are being maintained.

10. *Materials maintenance.* The inspection, maintenance and storage of all kinds of audio-visual materials must be a continuing activity. After use, all such materials should be inspected.

#### **FUTURE PLANS**

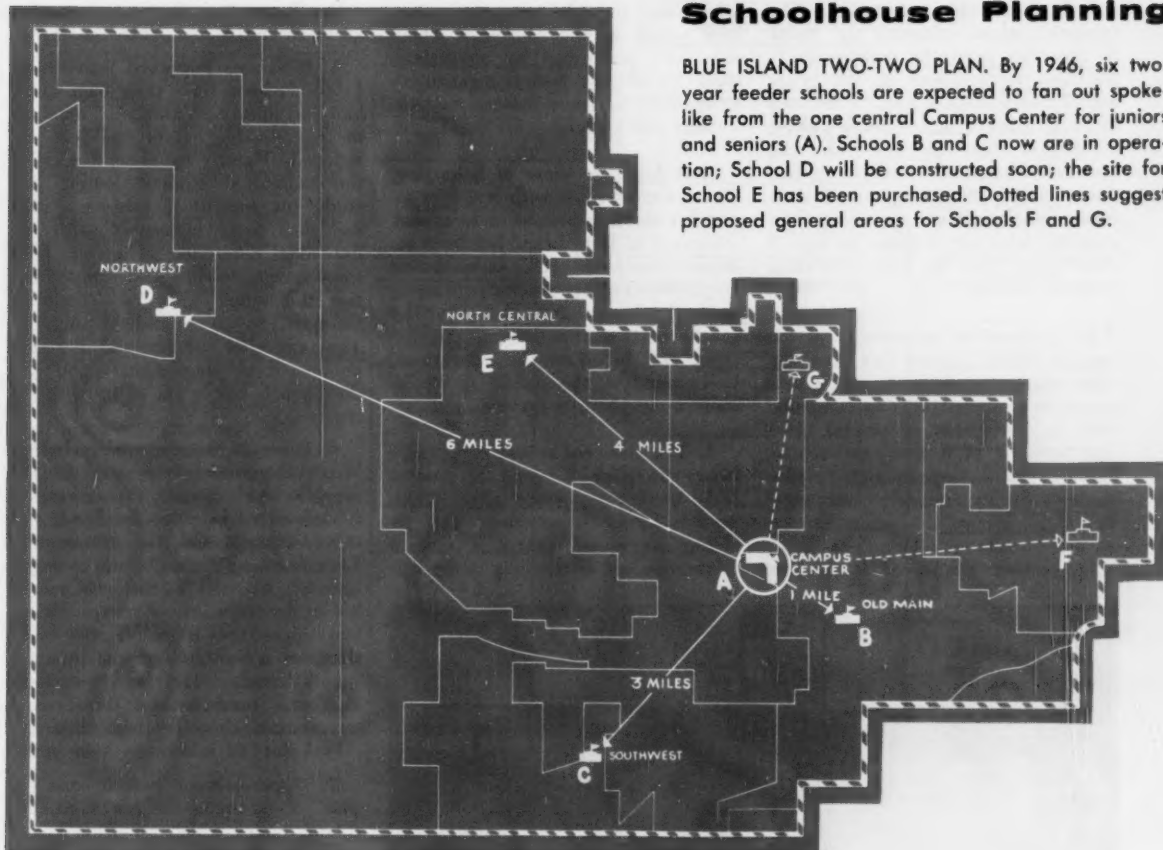
The staff of the center includes the director, his secretary, a booking clerk, a student who works part time, and the daily delivery service. But the A-V building representatives are the arms of the center; they make the programs work in each building.

We contemplate changes in the years ahead. First we need a new center. We deserve to participate in programming for educational television. We have an increasing need for a photographic service. These are being planned for. In the meantime we are satisfying teachers' needs with regard to equipment, materials and facilities. This need, we believe, comes first because it affects the pupils the most. #



## Schoolhouse Planning

**BLUE ISLAND TWO-TWO PLAN.** By 1946, six two-year feeder schools are expected to fan out spoke-like from the one central Campus Center for juniors and seniors (A). Schools B and C now are in operation; School D will be constructed soon; the site for School E has been purchased. Dotted lines suggest proposed general areas for Schools F and G.



## System of Frosh-Soph Community Schools

resolves housing problem, improves instruction

An evaluation based on visits with **HAROLD L. RICHARDS**, superintendent of Community High School District 218, Blue Island, Ill., and members of his staff

**A** NEWLY emerging answer to the housing and administration problems of the big high school is the two-tier organization plan originated by Community High School District 218, Blue Island, Ill., near Chicago.

The Blue Island plan provides for the separation of the student body into two levels. Juniors and seniors are quartered in their own centrally located school, which serves also as the heart of the district's recreational and social activities. Freshmen and sophomores are housed in separate two-year, community oriented feeder schools.

While the present scheme is an outgrowth of a division made in 1950 to meet a housing emergency, some seven years of testing and refining have resulted in its acceptance as the permanent organizational structure of the district.

In the opinion of Harold L. Richards, superintendent of District 218, the Blue Island plan offers one solution to the problem of steadily mounting enrollments in high schools. It represents an efficient method of decentralization, he believes, and thus serves to decelerate the current trend toward building larger and larger

secondary plants. It precludes the inherent danger of factory-like production of high school graduates. In addition, the system has advantages which hardly can be achieved so well by any other method, in his opinion.

Several other districts, encouraged by the experimentation, either have adopted this type of vertical organization or are considering doing so.

### ADVANTAGES OF PLAN

Among the advantages of the Blue Island form of high school organization are the following, as Blue Island schoolmen see it: (Cont. on p. 58)

**1. It accelerates orientation.** The two-year school cushions the shock of the leap from the comparatively sheltered environment of the grade school to the high school. Freshmen make a quicker and a more lasting adjustment than they do under the four-year system. Underclassmen feel more secure within a group of their own peers than in one including older students who are inclined to lord it over them. They are given two more years to mature.

**2. It offers the advantages of the smaller school.** Under this plan, enrollment at any one frosh-soph school should not exceed 1000, as compared with an enrollment of several times that number at a four-year school. Yet the unit is large enough to offer students the experience of competing in a larger group. Lowerclassmen act as hall monitors and student assistants, put up displays and run the

sales room, and take over other activities which in the four-year school would be performed by upperclassmen. By offering greater opportunity to students to assert themselves, personality and leadership are developed.

**3. It fosters a sense of belonging.** Closer identification with activities intensifies students' interest in the school. (Drop-out at Blue Island has been reduced some 7 per cent. At Southwest High, 90 out of 316 students are members of the student chorus.) The greater participation enriches the program and broadens the educational background of the child. A wholesome atmosphere is created.

**4. The two-year school encourages better discipline.** Keeping the student body smaller and more homogenous permits closer supervision. The resulting improved control is evident in the conduct of students in the cor-

ridors. Better discipline in turn creates an environment conducive to study.

**5. It assures improved instruction.** Lowerclassmen have their own study hall and library. With the elimination of overcrowding, class sizes can be reduced. Faculty members can know the individual student better, can study his individual problems, and can deal more effectively with his individual differences. They can help those having reading and comprehension difficulties. They can challenge the gifted by an enrichment program. They can offer the personal direction demanded by shop courses and can do a much better job of training for citizenship.

**6. It serves the community better.** When the school is located in the neighborhood, much closer rapport is maintained between the home and other segments of the community. Local business firms become more interested, not only in the local school but in the entire school system. Financial support thus is gained more easily than for a multimillion dollar structure. Parents learn to know their children's teachers and friends and can remain close to their children's school for an additional two years.

**7. Upperclassmen benefit from the plan.** Even under the restricted conditions under which the Blue Island plan has operated, separation of the juniors and seniors from the freshmen and sophomores has aided both groups. The self-reliance, self-discipline and good habits of study learned during the first two years carry over to the junior and senior years. Thus, well grounded, the upperclassmen apply themselves to their studies in a manner that assures a solid education by graduation time.

**8. Administration is improved.** In the beginning, more supervision is required than for a single school. But in the long run, operation is smoother; for with close contact maintained at the various levels, good two-way communication is assured. The administrative structure is simple (see organization chart). With the lines of authority clearly defined, only infrequent meetings with the supervisory staff and the teachers are required.

#### DESIGNED BY NEED

Community High School District 218 serves the graduates of 23 public and parochial elementary schools of nine cities and villages and eight unincorporated areas. Until the late Twenties, its only building was Old Main High School, planned to house 900. Even more than a decade ago the district faced a housing problem. As an emergency measure, freshmen



Above: Freshman-sophomore debaters at Old Main High gain experience they might not receive if required to compete outside their own age group.

Below: Well equipped by earlier participation, juniors and seniors at Campus Center attend advanced classes in speech and drama with their peers.



for some years were accommodated in a separate building adjacent to the elementary school of another district. But even this 8-1-3 system could not meet the situation after an enrollment of some 1600 at Old Main taxed its facilities to the ultimate. Moreover, stepped-up registrations were in the offing.

Because there was no room for expansion at the old location, a new building, or two new buildings, would have to be constructed. The school planners were opposed to erecting one building of such magnitude that the individual student might be "lost" in its complexities. Finances did not permit the erection of two schools. Adoption of a junior high school plan was out of the question since Community District was organized separately from the various elementary districts of the area. Out of this dilemma, the bold experimentation of the Blue Island two-two plan evolved (The NATION'S SCHOOLS, October 1954).

#### LONG-TERM PATTERN

A new Campus Center for juniors and seniors was built on a 30 acre site, and the upperclassmen moved there in 1950, together with various administrative officers. Old Main was converted into a fresh-soph school, and for six years it was the only feeder unit. Last September the first new freshman-sophomore school opened. A second new school, a 1000 student unit located on a 20 acre site, is to be ready for occupancy by September 1959.

When the Blue Island plan becomes fully operative, possibly by 1964, by which time the high school population is expected to reach 6000, there will be six freshmen-sophomore schools located at the principal residential centers of the 32 square mile district (see map). Graduates of these six schools will continue to be served by the Campus Center.

Meanwhile, enrollment at Old Main continues to exceed 1300. Since the structure is located in the most heavily populated area of the district, attendance there most likely will be at about 1000 even after additional feeder units have been opened. Cafeteria services at Old Main were expanded last year and a new gymnasium was built.

Southwest High School, the new school that cost \$1 million (including equipment), was designed for 500 and has a present enrollment of 316. Although it is located in the village of Crestwood, Ill., it serves the students of adjacent Robbins, a city of 10,000 population. Robbins is said to be the only all-Negro municipality in the nation. In keeping with the planning of all our feeder schools, the building was designed to function as

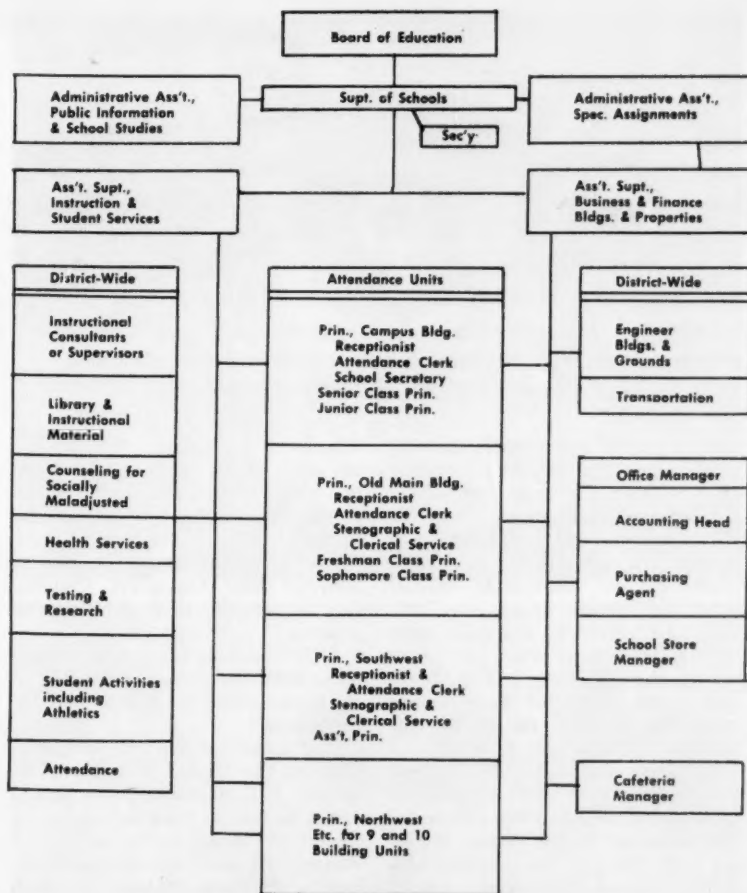


Chart shows staff organization under Blue Island plan. Note that ideally scheme calls for principal for each class, as well as building principal.

a true center of community life. Local organizations hold meetings in the gymnasium and use the cafeteria. All-weather playing fields, recreation facilities, and parking space are provided.

Enrollment at the Campus Center has ranged from 800 to 1000. During the past year a shop wing was added, and this summer will bring enlargement of office and library, expanded into educational aids center for the entire district. Six new classrooms also will be opened in September. Since the 30 acre site will permit the addition of classrooms as dictated by the growing number of graduates from the frosh-soph units, it is believed that the one site will serve adequately for years to come.

#### HOW EXPENSIVE?

The added cost of operating a two-tier high school system, as compared with the single larger structure, is inconsequential, Dr. Richards maintains. For each feeder school there are the added salaries of the principal and a half-time caretaker beyond the

expense that would be incurred in serving the same number of students within a big high school. Also, chargeable against each unit, over and above the expense of providing comparable space within a larger structure, is the cost of constructing two walls. On the other hand, bringing the school closer to the homes of students reduces cost of pupil transportation.

#### INTERDEPENDENT INDEPENDENCE

Admittedly, the Blue Island plan initially had some weaknesses. But working on these problems eliminated the soft spots. To the questions outsiders have raised, such as the following, there are ready answers:

1. *Will not the separate freshman-sophomore units tend to become too independent of one another, perhaps to the point of competing among themselves, thus creating a problem of articulation?*

Nothing could be further from the spirit and intent of the plan. Instead, even with the opening of additional fresh-soph units, the ties between the





Graduates of all feeder units move on to the Campus Center, home of juniors and seniors. This building serves also as the activities and social center of all schools of the 32 square mile community district.

schools and the ties between the various communities will remain strong and desirable, for these reasons:

One student council represents the entire district; freshman delegates to it have the same rights as seniors. There is one districtwide concert band, one debate squad, one Latin club, one yearbook. For each sport there is one varsity team, one junior varsity, one sophomore, and one freshman team. Each of these groups represents the entire district, not one particular school.

Freshmen and sophomores at both Old Main and at Southwest are eligible for the all-district first and second year teams—or for the varsity, if they are good enough. The physical education program at the feeder schools is just that, plus health education. Recreation and sports are on an intramural basis. There are no school "teams" as such representing a particular building.

The pattern will be continued with the construction of additional units, but at no time will there be any rivalry between the different two-year

schools of the district. Members of any and all of the fresh-soph units will play their full schedule of games at the Campus Center, as does the varsity.

The same arrangement applies to activities other than sports. Continuing districtwide integration thus is assured.

2. *Does not the two-school arrangement limit the curricular offering at the feeder school or result in duplicating courses?*

The answer is that stricter adherence to the regular schedule is required. It is more difficult for sophomores to take a junior subject or for juniors to "make up" a sophomore course. To meet unavoidable overlapping situations, students are scheduled in time blocks and transported by school buses.

At first this created an extensive, and expensive, problem. In more recent scheduling "crossing the line" has been held to a minimum. Upperclassmen who formerly took shop courses at Old Main now have their own shop wing. Since the machinery

involved is of a different nature than that used by the lower classmen, there is no duplication of equipment.

3. *Isn't it rather expensive to transport students back and forth between the fresh-soph units and Campus Center for athletic, chorus and other activities?*

Since service by the Campus Center to all students of the district is basic to the philosophy of the Blue Island plan, student transportation will always be a most important school function. The district has operated 11 buses, replacing one or two yearly. The annual transportation budget, including the maintenance and repair of the buses, has approximated \$75,000. The cost of transporting students now attending Southwest High from home to school and home again has decreased, since the school is located nearer the students' homes.

After visiting the schools of Community High School District, Earl R. Douglass, director of the college of education, University of Colorado, Boulder, found considerable evidence of better human relationships under the Blue Island plan. As Dr. Douglass expressed it:

"With only a two-year age span, the usual ill effects of having 14 year olds and 17 year olds in the same school—with the older students monopolizing

#### WHAT ROBBINS CITIZENS SAY

**Village President:** The people of the village of Robbins join me in saying, "We have a school that is a credit to our neighborhood." The school is convenient for the parents to visit for consultation with the teachers and has the facilities needed by the community. Having such a structure is an asset to our village.—ERNEST MAXEY.

**President, Chamber of Commerce:** With the construction of the Southwest building and its facilities, we are able to have large group meetings and banquets. Our children can walk to school, and we are able to keep a closer check on their activities.—JAMES JACKSON Sr.

**Pastor of Local Church:** Locating this freshman-sophomore branch school in our community has served to bring our children to an environment with which they are familiar. It enters a circle of nearness that compels the student to say, "our school."

The relatively new plan inherited all the benefits of years of school planning and has resulted in a superior building. The school promises to become a cultural center in that it encourages the better type of programs and activities. We are proud to be an experimental first in this program.—THE REV. GEORGE WRIGHT.

Southwest High, first entirely new fresh-soph unit at Blue Island, was completed last year for about \$1 million, fully equipped. Symbolic of the school's design is this view from the modern administrative office.





ing positions of leadership and participation and the younger students wishing to do everything the 17 year olds do—did not exist. Furthermore, with the number of students enrolled being kept small, the students and the administrative staff come to know each student much better than would be possible in a school with twice as many students. There is, consequently, better rapport and more feeling of recognition on the part of individual students."

#### IN REVIEW

The Blue Island two-tier plan of high school organization has worked well in Community High School District 218. The benefits it has brought to the area have far surpassed the mere solution of the housing problem which it was devised to solve. Beginning with two schools, the program is being expanded to embrace seven units, including the one junior-senior building.

In areas where school districts are separately organized and thus cannot use the junior high school system, the Blue Island plan may be the answer to needed decentralization. Even in dual system districts this form of organization may point the way to providing expanded physical facilities without complicating administration.

The community oriented feeder school can interpret education in general, and the school in particular, to the homes and businesses more effectively, and can win their support for a building program more easily. #

Southwest High School serves freshmen and sophomores of adjoining Robbins, Ill., an all Negro municipality. Pictures show how they receive thorough grounding in art (above), general science (right), and shop orientation (bottom of page).



**Below:** Beginning homemaking course also is offered pupils.



Every teacher has a responsibility

## TO IMPROVE READING IN THE HIGH SCHOOL

**PAUL A. WITTY**

*Professor of Education and Director of Psycho-Educational Clinic  
Northwestern University, Evanston, Ill.*

MANY administrators (and teachers) look upon the poor reading by large numbers of entering high school students as one of the greatest obstacles to efficient instruction. Superintendents and high school faculties have become increasingly aware also of the presence of many very proficient readers in the same classes. The latter are often unchallenged by the present curriculum, and many of the former are sometimes carried along and may even leave high school as poor and disinterested readers.

These situations were mentioned frequently by superintendents who were asked by *The NATION'S SCHOOLS* to list their principal problems in the administration of reading. The big question as expressed by them is:

**What is the responsibility of the high school for the improvement of reading?**

The large number of poor readers (in some freshman classes this group may constitute 20 or 30 per cent of the entering class) should be provided with remedial reading. That such efforts are quite successful may be seen by examining the results of several such programs reported in Elizabeth Simpson's "Helping High School Students Read Better" (Science Research Associates). But this effort alone is obviously insufficient. We need efforts also on the part of every teacher to help challenge pupils of varying degrees of ability.

### READING COMMITTEES

To do this successfully, each teacher should have access to data concerning the interests, needs and abilities of the pupils. It also will be necessary for the school to provide a wide range

of instructional materials on various levels of difficulty. To challenge the pupils further, close cooperation with the library should be sought in order to offer additional experience and motivation. In some schools, reading committees have been appointed, including teachers from every area, to plan and coordinate the work in reading. Such a committee will devise ways to study the interests and needs of the pupils and will endeavor to find suitable reading materials and to provide related experiences.

In some junior high schools, formal instruction in reading appears to be needed because so many pupils have not yet developed the fundamental habits and skills in reading. A skill building text may be employed advantageously with such a group. Its use can be coordinated with that of an anthology.

If a junior high school is departmentalized, the reading instruction often becomes the responsibility of the English and social studies teachers who may provide the nucleus for the reading committee. Regardless of the plan adopted, it should be kept in mind that reading improvement is a responsibility of teachers of mathematics, science and all other areas, since reading affects and determines pupils' success to varying degrees in every subject field.

**What are the essentials of a developmental reading program in the junior and senior high school?**

A testing program comes, first, to discover the reading abilities of each group. In addition, the interests of the pupils should be appraised. Relevant information should be obtained concerning the pupils' personality de-

velopment, home background, and intelligence.

Test results may reveal that one-fourth or more of the pupils need specific help in the acquisition of more effective silent and oral reading skills. Some may need help in noting details, in summarizing, or in following directions. Others will require help and guidance in learning to read critically. Some pupils will profit from exercises designed to improve their ability to unlock new words, while almost all will profit from the attempts to improve their vocabularies.

The class may be divided at times into groups according to reading ability. The superior readers may be encouraged to proceed independently while the middle group may be instructed according to suggestions given in guides. Pupils having special needs of problems will be given appropriate help at their level. From time to time pupils may also be grouped and instruction planned according to centers of interest.

### TWO READING GROUPS

Superior high schools tend to offer two types of reading opportunities. The first is remedial. It is probable that a larger number of remedial programs will be needed soon to care for young people who in recent years have been taught in classes of exceedingly high enrollments. But, as we have already indicated, junior and senior high schools also need to continue instruction and offer developmental programs in reading. In these programs, every teacher will stress the special reading skills necessary in every subject field.

The following description sets forth some features of a program which is

designed to provide not only training in skills but also wide reading according to interest and need:

... A full-time reading consultant has been appointed and has been given ample time and diversified materials for use with individuals. One of the major purposes of the program is to encourage the improvement of reading within every classroom rather than merely to offer remedial services. This developmental program has emphasized four types of instruction to improve reading: (1) remedial classes as substitutes for freshmen English, (2) skill classes for upperclassmen, (3) individual diagnostic work for students having special problems, and (4) emphasis upon growth in reading in all classrooms.<sup>1</sup>

#### USE ALL RESOURCES

This is precisely the type of program needed in many secondary schools. Such programs should consist not merely of short drill periods devoted to improvement of reading speed and comprehension but should be much more comprehensive and should extend throughout a semester or a full year. Provision should be made for: (1) careful and continuous diagnosis of pupil ability and need; (2) varied experience in reading different kinds of materials; (3) lessons in adjusting speed according to varied purposes; (4) activities designed to develop general vocabularies and to apply principles of vocabulary and concept building in the subject areas, and (5) experiences in wide reading according to interest and need. In such a program, the resources of the entire school are utilized, including, of course, the services of the library and the librarian.

#### How useful are machines and devices in a developmental program?

In 1939, in collaboration with David Kopel, I warned against excessive emphasis on speed of reading.<sup>2</sup> The reason for caution in this respect is the fact that the good reader acquires different techniques for reading different kinds of material and is able to apply the techniques as they are needed. The poor reader is often unable to make such adjustments readily.

Reading rate does not depend upon a single capacity. Instead, it should be regarded as an aggregate of abilities that one employs selectively in

reading different types of material. Consequently a desirable program of reading improvement must provide opportunities for increasing speed in reading various types of material. Important also is the development of the ability to decide upon and to use effectively the most appropriate rate with each presentation being read.

#### MANY DEVICES DEVELOPED

Interest in eye movement in relationship to reading has resulted in the making of types of tachistoscopes such as the reading accelerator, the flashmeter, and the Harvard reading films. The reading accelerator is a device through which the reading of a page in a book is controlled by a shutter which is lowered mechanically to expose successive lines of print. A somewhat similar device is known as the reading rate controller. The flashmeter is an instrument by which different kinds of material may be exposed upon a screen at varying speeds. Films, too, have been designed to encourage the student to increase his speed of reading. In using these devices, the speed of exposure of different kinds

and control groups. "The variable element within their instruction was the exclusion of tachistoscopic training from the program of the experimental group, and the extension of instruction in vocabulary and comprehension skills."

The investigator reports that significant differences were not found between the groups in "the reduction of the number of fixations, the increase of the span of recognition, the reduction of regressive movements, or reduction of the duration of fixations." There was a significant difference in reading rate at the conclusion of the training program, but this difference favored the experimental group. Additional experimentation has led others to question the values of devices and instruments at every level of instruction. Moreover, A. I. Gates writes:

"While such a machine may have some value for demonstration purposes, it does not really teach the pupil to read as he should read in a normal situation. . . . Every such device—mechanical or other—should be appraised in terms of the extent to which it introduces artificial factors, distorts the natural process, lacks proper flexibility and adaptability to the reader's needs."<sup>3</sup>

#### RECOMMENDED BY OTHERS

We have cited some studies which have led authorities in reading to recommend caution in the use of mechanical devices. Yet some believe such devices have a place in programs for young people and adults. In the high school, some pupils may derive enhanced interest from the use of devices such as the reading accelerator. At the high school and college levels, as well as with adult groups, they may become a factor, if judiciously used, in fostering interest and zeal for learning.<sup>4</sup> They are not, however, the essential item in fostering improved reading. The chief requirements for effective reading programs are: clear objectives, careful diagnosis of each student's abilities, a variety of books and reading materials, high motivation, and sufficient time to enable the student to develop skills in reading in accord with his most pressing needs. Many students will, of course, require exercises to increase their speed of reading. The aim of this endeavor should be to develop a capacity to adjust one's method and rate of reading to different demands. #

<sup>4</sup>Gates, Arthur I.: Teaching Reading. What Research Says to the Teacher, No. 1. Department of Classroom Teachers and American Educational Research Association of the National Education Association. Washington, D.C.: National Education Association, 1953. P. 26.

<sup>5</sup>Witty, Paul; Stolarz, Theodore, and Cooper, William: Some Results of a Remedial Reading Program for College Students, School and Society, 76:376 (Dec. 13) 1952.

THE FOURTH AND FINAL ARTICLE in this series will answer superintendents' questions about (1) explaining to parents the teaching of reading and (2) measuring the efficiency of reading instruction. It will offer a 16 point checklist for the administration of the reading program.

The first article developed the thesis that "Johnny could read better" and described the essentials of a developmental reading program.

The second article prescribed reading programs for the potential leader and the future scientist.

The entire series will be available in a single reprint next month. If interested, send for quotations.

of material may be controlled and advanced as progress warrants.

Is the use of a tachistoscope recommended to accelerate the rate of reading? Let us examine some reports of results obtained from "speed reading" courses. Such reports often include enthusiastic endorsements of commercial devices. Occasionally, however, one encounters an experimenter who questions the value of these instruments. Such an attitude is expressed in an article by George Manolakes.<sup>5</sup> The subjects for his investigation were officers in the marine corps supply schools. They were divided into experimental

<sup>5</sup>Manolakes, George: The Effects of Tachistoscopic Training in an Adult Reading Program, Journal of Applied Psychology, 36:410 (December) 1952.

<sup>1</sup>Bland, Phyllis: Adjusting Instruction to Individual Differences in Grades 10 to 14, Improving Reading in All Curriculum Areas (compiled and edited by William S. Gray), Supplementary Educational Monograph, No. 76, November 1952. Chicago: The University of Chicago Press, pp. 44-45. See also Simpson, Elizabeth: Helping High School Students Read Better. Science Research Associates, 1954.

<sup>2</sup>Witty, Paul A., and Kopel, David: Reading and the Educative Process. Boston: Ginn and Company, 1939.





### HOW IT ALL BEGAN *Sputniks*

MUCH OF THE present universal trouble began around 1600 A.D. when Galileo was a young student with such a high I. Q. that it aroused serious doubts about the time honored theory of homogeneous grouping. Young Galileo had an idea that everything which goes up must come down or maybe vice versa. To prove his point, he climbed the water-works tower at Pisa, which was in a bad state of repair, and began dropping dornicks on the passing citizenry. Annoyed at this early evidence of juvenile delinquency, the local gendarmerie tossed young Leo into the Pisa cooler. This only whipped up his appetite for more worlds to conquer and when no one was around he promptly dismantled the pipe organ, used for entertainment of the prisoners, and used the pipes to invent a telescope. This started a new fad. Science was born and everybody began to get up at 5 a.m. to look for sputniks.

Following this annoying invention, however, history moved pretty slowly because a number of natural laws had to be repealed, and although Galileo may have been an exceptional student, he was certainly no diplomat. Nothing important happened and most folks forgot the whole thing until 1912 when Halley's comet took a swipe at the earth and almost put an end to the whole business. As a matter of fact, things didn't really heat up until flying saucers began to get nasty.

Now economics enters the picture. History reveals that the Russians, a benighted eastern tribe, had an oversupply of mutniks, and when the Economic Council reported that the cost of dog food was rising several points a month, these barbarians decided to get rid of their surplus mutniks via sputniks. This action nonplussed the Americans, a somewhat more complacent western power, where the laws were less elastic, the S. P. C. A. more powerful, and where mutniks were regarded more highly. Eventually, however, a sputnik campaign was started but it was difficult to get off the ground. It was claimed that America hadn't educated enough rebutniks who knew how to make sputniks for mutniks.

Dawns 1958 A.D. Things are in a bad mess. The explosive question which faces the radio audience is, "Who is to blame for the lack of rebutniks to make sputniks for mutniks? Is Galileo the villain? Or is it some unknown Executive Assistant? Or is it John Q. Public, a legendary character like Santa Claus?"

Not on your life, professor! You know darned well who is the scapegoat, you old scapegoat, you! Pedagogically speaking, when mutniks gang up with sputniks, there is trouble ahead. You had better remember Galileo and get some sputniks in your curriculum mighty fast or you may be fired into outer space with even more velocity than is ordinarily the case.

### First Book Burnings

IT WAS IN Babylonia or thereabouts, the era was 3000 B.C. more or less, and the place was the Garden of Eden, or approximately. In those days the Project Method used in the Babylonian schools was mostly clay modeling because of the surplus of clay along the banks of the Euphrates. But one day the teacher discovered that the kids were completely fed up making models of kings and human-headed bulls; and, inasmuch as the Babylonian board of education failed to supply free textbooks, the teacher suggested that the pupils make their own books. The taxpayers were, of course, very enthusiastic and cooperative and the fathers supplied plenty of clay and ball point styluses for the bookmaking project.

Thus began a great industry. As soon as the books were moulded they were sent to the furnaces to be burned (there were no half-baked books in those days) and then copies were distributed to the critics. Modern civilization reverses the procedure by sending the books to the critics first and then burning them (the books, usually).

Because of the lack of best seller lists, these early volumes had limited circulation and they crumbled rapidly. As soon as a book ossified it was thrown back into the furnace to provide more clay. Today, somewhat the same results are obtained by carefully condensing the book to eliminate the original thought or by making it into a movie.

As books grew in greater demand, the Babylonian children were kept busy making extra copies. Owing to the prevalence of holidays in honor of the gods, kings and similar commercial promotions, and because of the slow rate of cuneiforming, most of the copies never got beyond the first chapter so we will never know the whole Babylonian story. This same plan has been adopted by modern magazines, which publish continued stories just as the annual subscriptions expire. This modern practice may not retard education as much as one might think.

At any rate, this research about books is important because it is evident that book burning is not a recent practice sponsored by patrioteers, self-appointed censors, and local police departments. Rather, it is a primitive urge which is difficult to control.

### PIE-EYED PIPER, NEW STYLE

A WELL KNOWN music piping concern is now advertising that it will pipe sweet and appropriate music into schoolrooms just as it does to soften the clash of dishes in restaurants, to lull the terrors of the dentists' reception rooms, or to increase the supply of milk from contented cows.

What a boon to education! The anguished cries of newly delivered kindergarten pupils, the strident arguments by demanding parents, the clash and clatter of dissenting board meetings, and even the honeyed persuasions of encyclopedia salesmen may now be smothered by well chosen musical selections. The suspicions of news reporters, budget objectors, or subversive book hunters on the prowl may now be lulled by a twist of the dial. P.T.A. meetings will be more interesting, public hearings less painful, and even the speaker at Commencement may be inspired, or is that asking too much?

Of course, the results inspired by this musical piping will depend in great part upon the selectivity of the proper music for the particular occasion, and school superintendents are not generally recognized for their musical appreciation. Those who have been deafened by years of clamor may be in need of some specific suggestions.

When the board of education is in a belligerent and savage mood and refuses to approve the bills for excessive cafeteria consumption, the wise administrator will flip to Saint Saens and pipe "My Heart at Thy Sweet Voice." This suggestive music gives confidence that Delilah is doing all right with Sampson in spite of many obstacles. In like position when parents are prone to argue, the superintendent can assume a dignified serenity and switch to Stokowski's transcription of Bach's "Little Fugue in G Minor." That should convince them who is what.

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**Mental discipline  
is new outlook  
for American schools,  
superintendents agree as**



Duly registered, these gentlemen take quick look at convention program.

## ***A.A.S.A. Regionals Open in St. Louis***

THE space race twins, Science and Math, won honorable and unremitting mention at the A.A.S.A. regional convention here February 22 to 25, but the acknowledged winner was Wisdom.

It was a sober, analytical meeting during which the school administrators looked at themselves and their products—the nation's children—and decided that both they and the youngsters need to toe the same firm line.

The new line for schools will be: (1) to study harder, (2) to discipline the mind, (3) to reexamine attitudes, and (4) to show reverence for learning. The consensus was that in the world today there are more important races than the race into space or into security.

Who is to convince the American public that Wisdom is to be the "voice of the times," as one speaker phrased it—the "complete wisdom of works of art as well as of science"? The American superintendent of schools, the speakers all said.

More than 8000 Midwesterns and Southerners journeyed to fair and

warmer St. Louis for the first of the three 1958 regionals. They praised the prophetic timeliness of the "high school yearbook"; they assaulted panelists with deadly questions; they tarried long in some of the exciting exhibits; they admired the two choruses, male and mixed; they weighed a slab of resolutions, some streaked with good lean meat, and then they took off for home base filled with a "consciousness of battle," to quote John Dando, an English professor from Trinity College in Connecticut, who recited more poems than most of these "practical" men had heard or read in a decade.

### ***The Resolutions***

Resolutions, some old and some new, were voted on by individual balloting, but official adoption awaits similar voting at San Francisco and Cleveland.

Newly noted is the increasing tendency of school boards to encroach upon the executive functions of the superintendent. Diplomatically word-

ed, one resolution "commends the wise school board members who have continued to differentiate between policy and administrative responsibilities. As administrators, we encourage all boards to consider carefully their responsibilities, differentiating them from those of the superintendent of schools, who should truly be considered the chief administrative officer."

The need for a high quality of education in mathematics and the sciences is recognized in another resolution, which emphasizes that the challenge is not limited to these two fields. "A higher quality of education must be provided in all the basic fields of learning at both the elementary and secondary levels," insists the A.A.S.A.

Another proposal calls for lengthening the traditional nine months of schooling, "because there is now more to teach and learn," but "rejects the suggestion that the four-quarter school is in any sense a solution."

A statement on school construction reads: "We deplore the diversionary tactics of selfish groups in this country whose purpose seems to be (1) to be-

cloud the issues and to distort the facts on the need for classrooms, and (2) to propose building inadequate and austere facilities, if indeed any are provided. We have confidence in and we applaud the efforts of boards of education and the people in local communities to provide classrooms which are demonstrably necessary and of a quality which will make physically possible a good education for the children."

On the controversial subject of merit rating, the members vote on this statement: "The science of teacher evaluation has not yet developed a sufficiently valid instrument or procedure which justifies general adoption of salary schedules based on individual merit ratings. To attach merit pay to invalid and unreliable evaluations would deter by a generation progress toward true merit pay. The association strongly urges accelerated systematic experimentation in teacher evaluation to the end that professional pay can be attached to professional rating of merit."

The appeal for federal support ends with the warning: "The time for discussion has ended. The time to act is now. A large share of the total national income must be committed to public education."

## Keys for Two

A fragile lady of 82, a plucky gentleman of 94, a sturdy U.S. Secretary of Health, Education and Welfare,

The host superintendent, Philip J. Hickey, who also is president of the A.A.S.A., and his wife welcome to St. Louis the executive secretary, Finis E. Engleman and Mrs. Engleman—for the opening of the 1958 regional conferences in the superintendent's hometown. Both wives were teachers.

Courtesy, Education, U.S.A.



and a chorus of 125 uniformed midshipmen, uniformly handsome, made up the Saturday night stage bill.

Secretary Marion B. Folsom was in fourth grade when he met the teacher who most influenced his life, Lila Windsor of McRae, Ga., now 82. Clifford H. Newlin, the 94 year old speaker, was honored last year.

Sylvia Ciernick, president of the National School Public Relations Association, and editor of publications for the schools of Dearborn, Mich., presented citations and Golden Key Awards to Secretary Folsom and his favorite teacher. The Secretary responded with a major address.

If the American people are not pleased with their schools these days, they must realize that the fault is partly theirs, Secretary Folsom told his large audience.

"Educators are as anxious as lay citizens to restore quality education, hard academic work, and discipline where they are lacking. I find them more aware than lay citizens of the need to reassess our educational practices in the light of changing needs."

## Radical Changes

Learning today requires all the effort involved in getting a candy bar out of a vending machine, charged the Very Rev. Paul C. Reinert, S.J., president of St. Louis University, at a Sunday general session.

It is the school administrator's business, Father Reinert declared, to con-

vince the parents and the school child that "no pupil is morally free to decide not to make use of his full potentialities for learning. Our society must be told that it is more sinful to squander brains than to squander money, since brains are more precious. The free man has the obligation to keep society free."

"Better teaching aids and methods can't change the intrinsic nature of the learning process, despite their helpfulness in teaching. It is only in an atmosphere of demanding standards that the typical youngster will exert himself to mental discipline. And the responsibility for the shift from vending machine teaching to the cultivation of wisdom rests squarely on the shoulders of the school administrator," President Reinert charged, "as does the enhancing of the prestige of the teacher in our society."

The great audience at this session heard sacred songs sung by a red tabbed, white surpliced choir. The Metropolitan Singers are teachers, principals and—singing even more joyously unto the Lord—former teachers who now have more lucrative jobs in business.

## Roads or Schools

On a Sunday night date, Senator Prescott Bush (R.-Conn.) took his audience joy-riding down a federal-state highway system as enchanting as fairyland. Modern school buildings at frequent intervals enhanced the landscape, enough buildings to house in uncrowded classrooms every child of school age in the nation.

Senator Bush and his audience were in dreamland, chiefly because of the failure of Congress to pass a school construction bill last year. The bill didn't pass because of "the lethargy of a citizenry doped by tranquilizer pills of prolonged material prosperity," he charged.

Sponsor of a classroom construction bill, Senator Bush said: "Far better off would we be if we could take even one-third of that \$30 billion of federal funds for highways away from the roads and give that \$10 billion back to the states for a realistic education program."

A realistic education program, in his mind, should take into account the deficits: (1) in classrooms; (2) in teachers, both number and quality; (3) in teachers' pay and perquisites, and (4) in educating the teachers themselves.

In Senator Bush's plan, state governments would get federal funds in proportion to public school population within the state. Each state would decide how to use its share, provided at least half of each year's

grant would be allocated to classroom instruction until the deficit within that state was eliminated.

## For War or Peace?

Those violent teen-agers who make today's headlines are only a reflection of our disturbed world, thinks Pauline Frederick, N.B.C. correspondent for the UN, who gave a fighting speech for peace Monday evening.

"We have failed to assure our youths of a future free from war, and now we would enlist them in our failure," she charged.

"If a crash program in rocketry does develop minds to design more effective ways of making war, is that what we want? However, if we want peace, where is the crash program to develop minds that understand how to deal with human problems that must be solved if weapons are ever to be relegated to museums?"

"We grown-ups have acted like pigmies in fiddling with international problems that cry out for the treatment of giants of intellect and heart. Do we want to keep our children down to our stunted growth?"

## Statesmanship

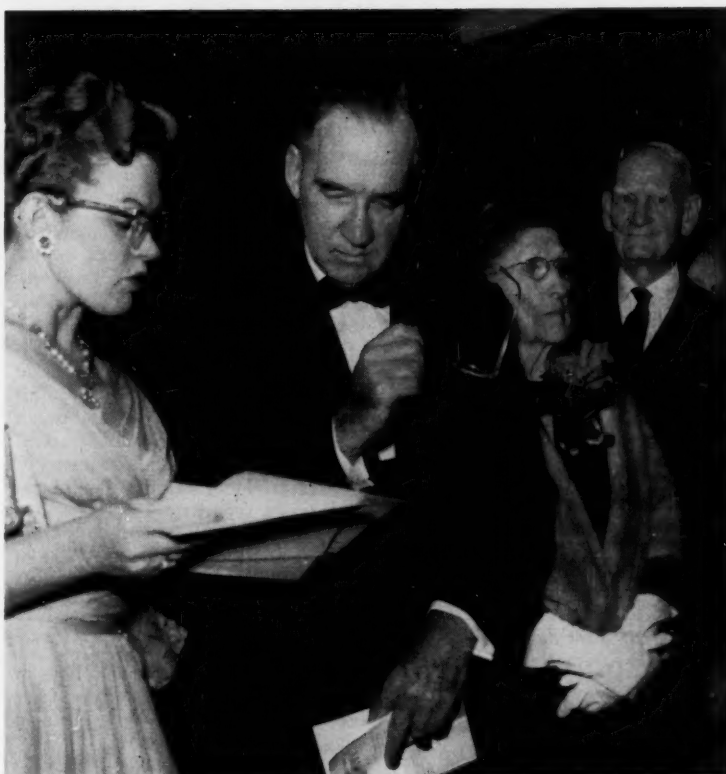
The superintendent of schools is *the* educational statesman of the town or the district. The trouble is that the general public doesn't always appreciate that fact. And now and then the superintendent doesn't realize it himself. So thinks James B. Conant, president emeritus of Harvard and former ambassador to West Germany.

"As I have observed him," Dr. Conant told a Tuesday afternoon audience, "the superintendent sets the whole tone of the educational system and determines the attitude of the community toward the schools. If he is a statesman, he listens attentively to criticism but he is neither intimidated by it nor moved to stubborn defense of the status quo."

"Some of the violent and destructive criticism leveled at the American public high school is the public's failure to realize that high schools in different types of communities must be different. You can't generalize about high schools. The secondary school is a part of the social and economic situation of the city or district. The superintendent of schools will show his success as an executive, as far as the high school goes, by the type of principal he chooses and the way he supports him."

## Is It a Profession?

Some may think it is heresy, but nevertheless it's true that one Sunday afternoon group questioned seriously whether school administration really



**GOLDEN KEY WINNERS:** Sylvia Ciernick of Dearborn, Mich., shows his citation to H.E.W. Secretary Marion B. Folsom, beside whom stand his fourth grade teacher, Lila Windsor of McRae, Ga., and Clifford H. Newlin, winner of last year's Golden Key Award. Miss Ciernick is president of the National School Public Relations Assn., a member of the awards council.

qualifies as a profession. Speakers and an audience of 250 readily agreed that the administrator is and should be a member of the *teaching* profession, but whether school *administration* qualifies separately as a profession was widely doubted.

Speakers ask: "Where is your code of ethics?" "What means have you for enforcing it?" "What body of knowledge is essential to your profession?" "How extensive is your formal training?"

The point of view of the layman was expressed by Robert M. Cunningham Jr., editor of *The Modern Hospital*, who found the problem parallel in many ways to the status of the hospital administrator.

Concluded Mr. Cunningham: "Even with your steadily advancing body of knowledge, and your firm steps along the road toward formal training as the only portal of entry to school administration, and your societies for professional improvement, and your Defense Commission, it seems likely that school administration may be expected to remain farther from the center of the complex of characteristics of the true professions than medicine and law, and theology—at about the same

distance, perhaps, that hospital administration is removed from the center. But in its ideals of public service, school administration seems to me to belong at or near the center, along with medicine, and theology, and hospital administration, and nursing."

"The *realness* of a profession centers in four conditions," said D. Ross Pugmire, professor of education, University of Oklahoma, Norman: (1) the nature and social significance of the service; (2) the nature of preparation necessary for validity in the claims and practice of the service; (3) ethical standards and disciplines to ensure responsible decisions and acts by members of the profession for the protection of the public from exploitation, and (4) the esteem in which the society holds the service and those upon whom it depends for the performance of the service."

In the light of these criteria, Dr. Pugmire concluded that school administration "is not now 'that way' but that it can by some means get 'that way.'" He urged that the A.A.S.A. "take a firm stand for making a profession of the service," and that it "establish agenda of action, setting forth the priorities and time schedules."



## Future of A.A.S.A.

"I don't know what the future of the A.A.S.A. is going to be, but this I know: School administrators are maturing, are accepting greater responsibilities, are preparing themselves for their increasingly important rôles."

This observation was made, at one of the five Sunday afternoon section meetings, by Finis E. Engleman, A.A.S.A. executive secretary. The discussion period was planned to acquaint members with their professional organization.

With the latter portion of Dr. Engleman's statement one member was not in full accord. Said he: "Administrators have done a good job setting up in-training programs for their teachers, but they have been much slower in providing for their own on-the-job growth. More must be done if the high degree of professional leadership demanded of them is to materialize."

Something must be done to give the school administrator a greater sense of security, greater strength, and a few more rights, Dr. Engleman said, adding: "But he will get these advantages only if he stands up and asks for them."

General agreement was expressed with the statement that the competent administrator somehow must be protected from unwarranted criticism. Formerly, said Henry H. Hill, when criticism was expressed of the schools, one or more board members would stand up and answer the critics, but today this is left largely to the superintendent. "Why?" asked Dr. Hill, president of George Peabody College for Teachers, Nashville, and a former A.A.S.A. president, who served as one of the interrogators. "Have superintendents gone off by themselves so far that when the cyclone breaks, as someone has stated it, 'the board members run for the storm cellar, leaving the administrator outside alone to face the weather?'" If this is the case, it will be well for him to give up this solitary position, it was indicated; for today the administrator needs all laymen he can get on his side.

Sources of additional funds must be found to finance the enlarged association program, staff members stressed, either through higher membership dues or convention registration fees. From the floor came the suggestion of a dual membership. The one would be for those interested principally in receiving A.A.S.A. publications and attending the conventions, at the present fee. The other would cost as much as \$50, for those who are genuinely interested in raising

the professional standards of the organization.

J. Chester Swanson, A.A.S.A. vice president, urged members to write their elected officers and professional staff to let them know what they expect of the organization.

## Future Scientists

Science, math and education majors, how are they to be recruited? Robert J. Havighurst, chairman of the committee on human development, University of Chicago, gave this advice to a Monday afternoon group:

"Find able young people who do not go to college or who do not finish college, get them into and through college, and get a reasonable fraction of them to go into science careers."

Dr. Havighurst mentioned four principal target groups:

1. Go after the 95,000 boys from the top quarter of the population in ability who go to college but don't graduate. Keep them there by teaching them to discipline themselves in the intellectual life.

2. Recruit from the 60,000 boys in the top quarter of ability who do not now enter college. Motivate them to study while in high school.

3. Look to the 165,000 girls in the top quarter of ability who go to college but go only in small numbers into science careers. (No special aptitude for science and mathematics is required; anyone with general intellectual ability and industry can make good in them.)

4. Look to the 110,000 boys in the second quarter of ability who do not enter college and the 95,000 in this group who drop out of college.

## School Lunches

"Most of the responsibility for the school lunch program rests with the local people of the school and community," Martin Garber, director, food distribution division, U.S. Department of Agriculture, believes.

"The work of state and federal agencies can supplement, but not replace, local efforts," Mr. Garber wrote in a paper prepared for a symposium on the school lunch program, read by Oscar Beyer of the U.S.D.A. staff. This was the first time that the federal department was represented on an A.A.S.A. program, indicating the increasing emphasis placed on this division of school service.

During the last year six state directors and representatives of the U.S.D.A. have been working on a comprehensive revision of basic school lunch procedures. While the federal grant-in-aid program is available to 22 million children, only about one-

(Continued on Page 70)

## HOW THEY VOTED

● On two ideas the St. Louis convention-goers were almost unanimously agreed: (1) The situation today calls for a stiffening of the high school curriculum, and (2) there is no good reason to offer extra pay for the science teacher.

Seventy-two out of 100 convention-goers would still prefer federal aid for schoolhouse construction, rather than Ike's science aid bill; in fact, the Administration's (Folsom's Memorandum) science aid proposal is distinctly disliked by more than 42 per cent, while another 28 per cent are indifferent.

Conducted from this magazine's booth at the exhibits, the random sampling encompassed about 2 per cent of the total attendance, a valid percentage in opinion surveys.

Administrators want more essay type of tests and more homework for older pupils. Sixty-three per cent said they would like to see tenure for superintendents, while 21 per cent thought such guaranteed employment impractical.

After overwhelmingly denouncing extra pay for science teachers, the convention-goers also expressed a rather thorough dislike for teachers' unions (68 per cent), followed by a statement of dislike toward Arthur Bestor by 49 per cent; 37 per cent can take or leave him.

Released time for religious education was disapproved by more than a 2 to 1 ratio. Teaching by television, which some classroom teachers seem to fear, was favored by more than a 3 to 1 ratio.

The nod was definitely in favor of regional meetings. How does John Foster Dulles compare with Richard Nixon in popularity? Dulles failed to get a majority vote of confidence whereas Nixon moved ahead by a 39 to 27 ratio.

It is alleged that school administrators like Lawrence Welk's music, George Gobel, TV Westerns, mystery stories, and Type A school lunches; the survey confirms this.

Opinions were fairly evenly divided about exhibitors' cocktail parties, the teacher-aid plan, the 11 month school year, and teaching Russian in the high school.

More than half of the administrators like merit rating, as compared with 19 per cent who dislike it; 23 per cent are on the fence.

Forty out of a hundred like P.T.A. meetings; 35 don't like 4 o'clock teachers meetings.

Most superintendents like to make speeches, especially for pay; 78 per cent are happy to greet the press.



# CONVENTION OPINION POLL

IDEAS, PEOPLE, EVENTS	I like	I dislike	I can take or leave
• Merit pay for teachers	53%	19%	23%
• Regional rather than national conventions	45	27	28
• John Foster Dulles	28	35	36
• Extra pay for science teachers	10	79	0
• Foreign languages in elementary grades	48	30	22
• More essay type of tests	63	9	28
• Russian in high school curriculum	28	32	35
• Richard M. Nixon	39	27	34
• Stiffening high school curriculum	79	10	8
• Mystery stories	57	9	32
• Making speeches for pay	44	22	30
• Making speeches for free	40	16	39
• Exhibitors' cocktail parties	42	40	18
• TV westerns	55	27	18
• Released time for religious education	24	56	19
• Tenure for superintendents	63	21	16
• George Gobel	51	16	33
• 11 month school year	37	34	29
• Citizens advisory committees	60	18	19
• More homework for older pupils	68	12	15
• Automatic salary increases	48	28	24
• Lawrence Welk's music	65	12	23
• Ike's science aid bill	20	42	28
• Federal aid for schoolhouse construction	72	16	12
• Separate classes for the gifted child	47	35	18
• Women school board members	56	13	31
• Type A school lunches	70	8	19
• Rock 'n roll (sock hops)	17	44	29
• Attending P.T.A. meetings	40	23	37
• Teachers unions (A.F.T.)	13	68	19
• N.E.A. Dept. of Classroom Teachers	56	8	34
• 4 o'clock teachers meetings	24	35	29
• Arthur Bestor	11	49	37
• Meeting the press	78	4	16
• The teacher-aide plan	33	35	29
• Teaching with TV	46	15	35

When percentages do not total 100%, some voter did not register his opinion.

half, or 9.9 million, presently are eating the complete plate lunch offered. This deficiency must be corrected, Mr. Garber said. Provisions must be made also to feed the 10 million more children who will be enrolled in school by 1965, he declared.

"Time and money are my opponents and cause the most problems in the serving of adequate, nutritious school lunches," said Irene E. Hueseman, cafeteria supervisor, Normandy school district, Normandy, Mo., a St. Louis suburb. Repairs and replacement of small equipment and wages are a constant headache in the battle of the budget, she stated. The situation would be alleviated if at least the supervisors' salaries would be paid from tax sources, rather than from operating receipts.

"Perhaps three out of five new school lunchroom layouts are inadequately planned," charged Earl M. Langkop, director, school lunch section, Missouri State Department of Education, Jefferson City. The reason for this, said Mr. Langkop, is that too often a commercial restaurant layout is superimposed on a school plan.

Another pressing need is the setting up by institutions of courses in food service for both teachers and administrators, Mr. Langkop indicated. If each superintendent and principal took at least one basic course in nutrition, most educators would have an entirely different concept of the school lunch program, its benefits for children, and the important part it plays in the national security, he said.

## The Board

Who is to look after the superintendent's security and welfare—the superintendent or the taxpayers?

Rayburn J. Fisher, assistant superintendent of Jefferson County schools, Birmingham, Ala., asked for job protection and welfare benefits for the superintendent. Too, he wanted down in black and white in the contract a clear definition of the superintendent's power and authority, the length of term, salary, salary increments, vacation, sick leave benefits, and travel expenses.

"Perhaps the A.A.S.A. could formulate an ideal contract for superintendents and publicize it," Mr. Fisher said a little wistfully.

Up rose William A. Shannon, executive secretary of the National School Boards Association, to say: "Superintendents who expect tenure for more than a teaching position in the school system are not being realistic. Tenure for superintendents is about as practical as tenure for board members. No more are minimum salary laws practical."



Sievers Photo  
President John R. Rowe of the Associated Exhibitors of the N.E.A. cuts ribbon, opening exhibits on February 22, after words of welcome from A.A.S.A. President Hickey.

## Intermediate District

Wisconsin, with some outside aid, has spent two years in studying the structure and function of the intermediate school district. At a Tuesday morning group session, Russell T. Gregg, professor of education at the University of Wisconsin, reported the findings.

The study showed that local school districts in that state need an intermediate district if they are to provide an optimum program of education. The county superintendency, as now constituted in that state, is not adequate to aid local districts. That the entire state be organized into intermediate districts was recommended.

Dr. Gregg reported that a minimum enrollment of 10,000 pupils in public schools should constitute an intermediate unit. Such a unit needs its own board of education with independent taxing power; state funds, too, should be available. Intermediate districts in time may need the same sort of reorganization that local districts need, he declared.

## 13th and 14th Grades

With demands on educational facilities at all levels increasing and an ever-growing fraction of high school graduates seeking some further education, the junior college system is destined for a period of explosive expansion, speakers at a meeting planned cooperatively with the American Association of Junior Colleges and the N.E.A. Department of Rural Education agreed.

School administrators, who stand today with their thumbs in the dike, holding the rising tide of school populations under control, must find the facilities, staffs and finances to make the expected expansion orderly and constructive.

To these problems, a panel and the audience addressed themselves.

Reporting the results of a 20 state survey of junior college development,

Dr. E. T. Dunlap, president of Eastern Oklahoma A & M College, said 19 of the 20 states saw the need for vocational or terminal-occupational programs as a major reason for school systems to support extension of their programs to the 13th and 14th grades. Sixteen states were impressed with the need to extend the opportunity for post high school study to more young people by decentralizing college locations and providing educational opportunities within the means of the masses, in line with the American concept that educational opportunity should be available to all who are capable of taking advantage of it.

In 13 states, the movement is also supported because existing four-year colleges and universities do not serve all areas that need higher education programs. Eleven of the junior college programs were supported in direct response to community needs.

While there is some value in the "campus atmosphere" that is enjoyed by the junior college established in a building of its own, practical necessity often requires the sharing of facilities with secondary schools—an arrangement that has worked out economically and satisfactorily in many instances, it was reported. In South Carolina, for example, an administrator reported that one community had established a junior college using the high school facility starting at 2:30 in the afternoon and continuing through the evening. "It works out very well," he said.

A member of the panel, Chris D. Corbin, superintendent of schools at Fort Smith, Ark., said the junior college there started several years ago as a part of the public school system but had since continued as a private institution, occupying a renovated county poor farm building and supported by tuition fees and private contributions.

The major problem school systems face in establishing programs for the 13th and 14th grades is staffing the classrooms with properly prepared teachers, Lindsey O. Todd, superintendent of schools at Meridian, Miss., told the group. To meet the teacher shortage, he recommended these steps:

1. Relieve teachers of clerical and administrative tasks by employing clerical assistants where needed.
2. Cut down the number and variety of courses offered in the 13th and 14th grades; too much unnecessary specialization in these years increases the demand for teachers.
3. Increase class sizes. Some types of program may be taught successfully in lectures to groups as large as 300 to 600 students.
4. Face up to the necessity for substantially increasing salaries.

While most junior college programs are financed largely out of local resources and tuition fees, it developed during the discussion, state financial aid for the 13th and 14th grades is already an established fact in some states, and others are approaching legislatures for support based on junior college enrollments or, in many cases, stipends based on earned credit hours.

## Merit Rating

The old volcano, Merit Rating, is still active, but the eruption that occurred during this convention was viewed by 300 spectators with chortles as well as with dread.

Opponents reluctantly listened to another success story as told by R. Virginia Alexander, principal of Spoede School in Ladue, St. Louis County, then used their own brand of retort-argument, disillusionment, sophistication, sarcasm and bucolic humor.

After five years' experience with a democratically evolved teacher evaluation system, which is tied to a three-track salary schedule starting at \$4000 and presently ending at \$10,000, the Ladue public schools show conspicuous evidence of professional growth and effective teaching, Miss Alexander reported.

A committee of four Ladue administrators and six teachers developed the evaluation criteria and then set up an evaluation procedure. All the teachers approved of the development step by step, voted the building principal as chief evaluator, and, according to a recent poll, still favor the system.

After 30 years of frustrating experience, Milwaukee abandoned merit rating in 1944, Howard M. Aker, in charge of inservice training there, related. Mr. Aker regards equitable merit rating as an impossibility, "an unfair imposition on principals and supervisors."

The experiences of all large cities who have attempted merit rating is uniformly unfortunate, he told the attentive audience.

Jack Cushman, principal at West School, Glencoe, Ill., described the Glencoe career teacher plan, which rewards capable, experienced teachers. Through inservice training, which includes a five-week summer program mandatory three years out of four, teachers are brought to high competence, he said.

Mr. Cushman believes, however, that after a two-year probationary period, teacher salaries should jump quickly and then level off later. By this sudden rise, young men starting homes and families might be kept in the profession. A principal for only six months, Mr. Cushman's administrator's salary is under that of success-

ful teachers there—and logically so, he believes.

"Merit rating is an old dead cat," in the words of the executive secretary of the Kansas State Teachers Association, C. O. Wright. He drew upon his past for confirmation of the statement. As a teacher he was sold on the idea of merit rating 25 years ago, but straightway was made principal and had to rate the teachers. He rated and he rerated, for the superintendent's budget put limitations on his original ratings. "It's an ideal way of introducing tensions in the faculty," he said. "The girl with a trim figure and a glint in her eye may easily get a higher rating than the good older teacher."

Mr. Wright's remarks and those of the chairman, Supt. Wayne H. White of Fayetteville, Ark., who had a Will Rogers way with stories, sent the schoolmen away laughing and, no doubt, with the selfsame opinion they had brought along with them a couple of hours earlier Tuesday morning.

## Teacher's Work Load

The overworked teacher does not have time to prepare lessons and so does impromptu teaching; she can't cope with discipline problems, and she lacks time to give attention to atypical students and special interests. So the poor kids get cheated.

R. K. Bent, professor of education at the University of Alabama, found no one at the Tuesday morning session to dispute with him on the foregoing statements.

Dr. Bent told his audience that teaching loads should be measured in terms of: (1) the number of classes per day or week; (2) the number of pupils in the class; (3) the subject being taught; (4) the number of preparations per day; (5) the number of extra activities; (6) the amount of participation in community activities.

Assign the old teachers to activities requiring judgment and counseling and let the vigorous activities fall upon the shoulders and heels of the strong and frisky young teachers, he suggested.

The comprehensive architectural exhibit is being set up. Fifty-two architects qualified, the rules permitting each firm to enter an elementary or a secondary school or both. Beautifully installed in a broad ambulatory around the convention hall proper, the exhibit was studied by thousands of schoolmen, who agreed with the jurors that the educational specifications had been sensitively interpreted in the designs submitted.

Sievers Photo







visory board for *The Nation's Schools* since 1938. Said Dr. Hunt: "Born of tensions, the rôle of the superintendent continues to be modified by them. A changing, evolutionary profession, however, requires values that are constant. Today's educational administrator will find these values in the ideas and ideals that gave birth to the creation of our republic, which since its inception has been nurtured by its educational institutions."

Appropriately, the American Education Award for outstanding service to education was presented this year to a veteran leader of the American Association of School Administrators. It was Herold C. Hunt who, as president of the association, envisioned the great research program that eventuated as the C.P.E.A. A former superintendent of schools in Michigan and New York State, then Kansas City and Chicago, he changed to a new "professional perspective" (in his words) by becoming the Charles William Eliot professor of education at Harvard. Dr. Hunt has been a member of the editorial advisory board for *The Nation's Schools* since 1938.

## Rural Schools

Because fewer persons are needed on today's farms, it is important that persons in rural areas have sufficient education to obtain employment in the industrial areas of the state and nation. To acquire the needed skills, it is highly essential that general, as well as vocational, education courses be offered to rural adults. So said C. F. Esham, coordinator of the rural development program, state department of education, Frankfort, Ky.

Mr. Esham said that the adults in the three counties of Kentucky covered by his program are hungry for training so they can acquire needed abilities. Short courses in plumbing, electric wiring, home decorating, family nutrition and clothing have been crowded. Moreover, the "students" have learned to work together as members of a common community, he reported.

Laurence E. Phelps, superintendent at Macon, Mo., said no adult education program should be undertaken unless the administrator and board are fully in favor of it. "Never should adult education, rural or otherwise, be instituted just to fill the void in life caused by idle hands," he declared.

"Every farm home has become a classroom," observed Robert Schlater, assistant director of educational television at the University of Nebraska, Lincoln. There are many ways to get education to people in rural areas, and TV is an ideal medium.

## TV Planning

Because educators doing experimental studies in television have been concerned primarily with techniques of presentation and quality of the subject

matter, they have not had the time to resolve the layouts and environmental features of the needed space, said Architect John Rowlett of Caudill, Rowlett and Scott, Oklahoma City.

Even in the newer schools virtually nothing has been done about the design, lighting, ventilation, furniture and equipment of the areas in which classes will be taught by television, Mr. Rowlett reported.

To assure proper functioning of the space to be used for TV teaching, two basic needs should be considered, the architect stated: the technical needs—necessary conduits for cables and antenna leads, and an adequate number of electrical outlets—and the environmental needs, such as décor, sound, lighting and ventilation.

Philip Lewis, director of the bureau of instruction materials of the Chicago school system, mentioned a score of nonclassroom uses for school TV:

Monitoring of corridors so that students need not be kept from their classes to perform this function; surveillance of heating and ventilating equipment; individualized instruction by means of individual viewing screens at every student work station in laboratories; electronic field trips and inter-school demonstrations; viewing by overflow crowds at athletic events and other mass gatherings; library service from microfilm and play-back devices for students absent from classes, and viewing down the barrel of a microscope and other scientific instruments.

With TV, too, a single central audiovisual room can be set up to serve an entire school or a group of schools, Mr. Lewis said, it no longer being necessary completely to darken a classroom to view motion pictures, because of the brilliant images available from the TV screen.

## Research

What the teacher thinks her job is and what parents expect the teacher to do for the child do not always coincide, Louis A. Doyle, Michigan State University, East Lansing, told members of the American Educational Research Association.

Dr. Doyle was reporting the results of a study made in three Michigan communities showing the expectancies that administrators, board members, parents, and the teachers themselves have of the teacher's rôle.

In traditional areas of instruction, it was found, teachers' behavior corresponds to what is historically accepted; but in at least 18 areas significant differences exist between the teachers' own beliefs and the expectancies as actually expressed by the others. The image of what were the aspirations of the parents was less clear to the teacher than was that of the expressed expectations of the administrator and board.

How, for as little as \$95 a month, even smaller school systems can make effective use of machine accounting (integrated data processing) was explained in some detail by George C. Brook, director, bureau of research and statistics, Chicago Board of Education. This minimum cost represents the rental fee on a punch machine and a sorter. In large systems, where as many as 20 different units are installed, the cost of approximately \$2000 a month still is found to be a good investment, Dr. Brook said. The many machine uses tend to group under three headings: achievement records, personnel records and research, and school business operations. But many fringe uses can be developed within a given system.

In the campus type of school organization there is likely to be less person-to-person communication with staff members unless the administration takes special steps to prevent this, W. W. Charters Jr., Washington University, St. Louis, cautioned. The problem has been overcome in one system by a conscious effort on the part of the administrator to get in contact with each of his 35 teachers daily. A short-cut is to keep in close touch with staff members who influence other members, he counseled.

"It is well validated that there is close correlation between high scores from tests given to high school seniors and a good showing in college," Herschel T. Manuel, University of Texas, Austin, declared. Dr. Manuel urged that university admission tests be taken by all twelfth graders contemplating continuation of studies, even though they intend to enroll for the first two years at a junior college.



**BUZZ.** An innovation in the association's convention program was buzz sessions of 15 members each, in which some 1500 gave their reactions to the tentative statement concerning curriculum sequence in science and mathematics, prepared by an ad hoc committee. A revised guidance statement that will reflect the grass-roots opinions is to be published shortly.

**LEO E. BUEHRING**



## Principals Reappraise Secondary Education

**N.A.S.S.P. convention reaffirms faith in comprehensive high school, agrees to curriculum changes dictated by space age**

INDIANAPOLIS. — When the nation's leaders of secondary education met in Washington, D.C., last year, their theme was "Our Secondary Schools—Citadels for Peace and Freedom." During the intervening months the "citadels" have been the special target of a variety of critics who, in caustic voice, have held forth against the professional educator and against the total educational structure.

When the members of the National Association of Secondary-School Principals held their annual sessions here February 15 to 19, the convention theme had changed to "Secondary Schools for the New Era." As President R. B. Norman told members:

"While there is no parallel to the achievements of American education—because of its universal scope and provisions for meeting the individual and group occupational and cultural needs of the citizens of a democracy—and while we as educators are fully justified in adopting a defensive attitude on what we have done and are doing in education, still, in a democracy we must yield and give consideration to

our constituents and adjust to changing times."

During the last two years the world's largest educational administration group has initiated important studies in the hope of supplying some of the solutions to some of the problems of secondary education. President Norman nevertheless admitted: "While the change from a socio-economic way of life to an age of science has not been sudden, the abruptness by which it has been ushered in by the sputniks and the Explorer are somewhat startling." The dramatic manner in which the new demands of the technological and industrial age have been pointed up, said Mr. Norman, places upon the schools of our country "almost the total responsibility for meeting the new needs which the new age requires." At the same time, he pointed out, the opportunity for education to assume its rightful position in our national culture and way of life was never so bright, adding, "If we don't 'goof,' we have it made from here on in."

Herman L. Shabler, general superintendent of education in Indianapolis,

told the 4800 men and women in attendance: "As leaders in the field of secondary education the responsibility of preparing youth for the new era rests pretty squarely upon your shoulders, and whatever moves you make will be watched far and wide with intense interest."

### **NOT SHIRKING RESPONSIBILITY**

This responsibility the secondary school principals seemed almost eager to accept. While they approached their task modestly, there was evidence of their deep appreciation of the contribution made to American democratic society by the public school system and of their unwillingness to discard those phases of the program that had proved their worth. At the same time, they applied themselves seriously to an honest reappraisal of the present system and to such adjustment in emphasis as appeared called for by recent developments.

Toward that end the convention to all purposes was a work conference of 61 discussion groups, under the direction of some 400 leaders and re-

source persons. All areas of secondary school administration in both junior and senior high schools were considered by the group.

In view of recent developments of international significance, it was inevitable that the areas of science and mathematics and foreign languages should receive preferred attention. To formulate a "what we believe" document for the N.A.S.S.P., an ad hoc committee, created as early as the middle of December, presented to the convention a "tentative statement of recommendations for curriculum sequence in science and mathematics for junior and senior high schools."

The 18 member committee of specialists from all divisions of the secondary education field recommended in general a "moving down" of science and mathematics courses by one year, so that the abler students could take college level subjects in the 12th grade. Both mathematics and science would be required during the junior high school years, with pupils proceeding in keeping with their abilities. In each of the three senior high school years, both subjects would be required of those competent to pursue these subjects with profit, and one year would be required of those experiencing difficulties.

#### SIX YEARS IN FIVE

Those most competent in mathematics and science would be able to complete six years' studies in five years, leaving the sixth year free for advance college credit work.

Specifically, the suggested curriculum for mathematics is as follows:

*Grade 7:* extension of arithmetic skills with considerable attention paid to problem solving and informal geometry. *Grade 8:* continuation of the same subjects and beginning work in algebra. *Grade 9:* formal study of algebra (for all except pupils "of low mathematics ability"). The latter would be given three years to complete the work of Grades 7 and 8.

For those average students "with sufficient capacity, interest and motivation to assure achievement" in further mathematics, the basic pattern for the senior high school would be as follows: Grade 10, geometry; Grade 11, intermediate and advanced algebra; Grade 12, advanced mathematics, including trigonometry, solid geometry, analysis and advanced algebra.

For the more capable mathematics students the plan would be as follows: Grade 8, formal algebra; Grade 9, geometry; Grade 10, intermediate and some advanced algebra; Grade 11, trigonometry, solid geometry, analysis, advanced algebra; Grade 12, advanced mathematics, including analytical ge-

ometry, differential and integral calculus (math normally given in college).

Science sequences recommended are as follows:

*Grades 7, 8 and 9:* Emphasis is to be on areas making the greatest impact on life. Attention is to be given to the theoretical aspects of science, and adequate laboratory experience is to be provided. The more capable students would begin the science program of the senior high school in Grade 9.

Required science courses for the average student "with sufficient capacity in science to assure achievement" would be: Grade 10, biology; Grade 11, physics or chemistry; Grade 12, chemistry or physics.

For the more capable students this would be the pattern: Grade 9, biology; Grade 10, physics or chemistry; Grade 11, chemistry or physics or advanced biology; Grade 12, college level courses leading to advanced placement in college.

For students of limited ability in this field, one science course would be taken, in Grades 10, 11 or 12. To help them understand the methods of science and its rôle in the world today this course would help build up the program of the lower grades in general biology, life science, or general physical science.

On two afternoons some 1500 participated in small buzz sessions of 15 members each for the purposes of a line-by-line study of the document. Recommendations coming out of these grass-roots discussions are being studied by the committee and a revised statement is to be issued shortly to the association's 19,540 members. It was felt that such a statement of basic principles, or guidelines, would enable the National Association of Secondary-School Principals to "call the shots for secondary education," as the executive committee organization believes it should, rather than leaving this to other interests.

#### EMPHASIS ON PUPILS' NEEDS

While broad agreement was expressed by members with the proposals of the committee, a number of the principals thought that the program should be presented to schools as "strongly recommended," rather than as "required." Closely allied with this point of view the science-mathematics program was the repeatedly expressed desire for even more and better counseling than heretofore, so that emphasis would be placed on the individual's needs, rather than on courses.

This 42d convention of N.A.S.S.P. also spotlighted anew the importance of the educational leadership



PREXY. "There is general rejection of the European plan of educating only the elite," says George E. Shattuck, new president.

of the principal, which in recent years, it was indicated, had been in danger of being overshadowed by his preoccupation with the business and constructional needs of the school. While for the development of course content in science, mathematics and other subjects, the principal will look to specialists in these fields, the curriculum studies at the meeting did much to reorient him to an awareness of his personal responsibilities for curriculum supervision.

#### TWO COMMON THOUGHTS

Two basic concepts seemed to be shared by virtually everyone attending the convention:

1. The comprehensive secondary school best fulfills the American ideal of adequate educational opportunities for all youth.

2. Any "crash" program in science and mathematics, or any other subject, should be resisted, since in the long view it could do more harm than good educationally.

George E. Shattuck, the incoming president, told a representative of *The Nation's Schools*: "There is no question in anyone's mind that a 'crash' program is an inadequate approach, and is rejected in everyone's thinking." Mr. Shattuck also emphasized the sense of dedication expressed by the principals to the idea of the comprehensive high school, with a multiple track in some form or other. American schools are for all children, regardless of their economic status or academic ability, he said, and have within their framework a challenge for the able and special provisions for the handicapped.

There is general agreement, too, the newly elected president said, as to the

rejection of the European type of educational program for the elite only, or, as expressed by some speakers, for a "teach the best and shoot the rest" procedure.

As to the proposed federal scholarships, there appeared to be a willingness to go along with the program on an emergency basis, although with some mental reservations. Of major concern to members was the fear that under the test program there would be by-passed students whose abilities fell just short of qualifying them for federal assistance. As expressed by President Shattuck:

"I don't deprecate the place of top-flight students comprising the upper 10 per cent in the educational picture. But there is a vast reserve of claimable human resources for high type callings from whose training not only they but society would benefit. These young men and women have such admirable traits as purposefulness, drive, application, dedication and determination. Unfortunately, no test instrument yet devised can measure the characteristics they have, with the result that the cut-off point has to be academic scores as disclosed by aptitude and scholastic findings. Because these students are not good enough to qualify under the test system they are unable to pursue a college education if they

do not have sufficient financial resources at their disposal."

Additional resources for scholarships must be found for these sound, average students, President Shattuck believes, for "if the scholarship program doesn't grow and if the cut-off program remains the same, along with the cost of education, we will have a serious problem." Many still untapped or not fully explored local and regional sources exist for setting up scholarships for these students, Mr. Shattuck observed. He urged that efforts be intensified to make the most of opportunities in this area.

#### NEW OFFICIAL FAMILY

At the business meeting members elected officers and directors under provisions of the constitution as revised last year. This calls for a five-year sequence of service to the organization as a condition of eligibility for the presidency, with officers moving up automatically after at least three years of service on the board.

In addition to President George E. Shattuck, who is principal of Norwich Free Academy, Norwich, Conn., the other officers who took over on March 1 are: first vice president, Cliff Robinson, director of secondary education, Eugene public schools, Eugene, Ore., and second vice president, James E.

Nancarrow, principal, Upper Darby Senior High School, Upper Darby, Pa. Paul E. Elicker has begun his 19th term as executive secretary.

Newly elected board members are: Calloway Taulbee, principal, Artesia High School, Artesia, N.M., and John M. Sexton, principal, Northeast High School, St. Petersburg, Fla. Elected to a full term after filling a one-year vacancy is Eugene S. Thomas, principal, Central High School, Kalamazoo, Mich. Continuing as the senior board member is James D. Logsdon, superintendent-principal, Thornton Township High School and Junior College, Harvey, Ill.

The first of two resolutions adopted by the convention encouraged all members of the association to use their resources for the general improvement of the physical, moral, spiritual and social fitness of youth in keeping with the objectives of the President's Council on Youth Fitness. The second resolution pledged support to the efforts of the National Education Association to obtain from the Internal Revenue Bureau a more favorable interpretation of income tax deductions for expenses incurred in inservice training.

Next year's convention will be held in Philadelphia. Proposed future convention cities are: 1960, Portland, Ore.; 1961, Detroit, and 1962, St. Louis.

#### INTERVIEW WITH SECRETARY

In an interview with a representative of this magazine, Paul E. Elicker, executive secretary of the N.A.S.S.P., gave the following impressions he had gained from the meetings:

The convention has impressed upon the leaders in secondary education that we must evaluate the type of education we have set up for our youth. It made us realize more than ever before that the philosophy of secondary education developed and established over the years is both sound and enduring. We realize that we should not put many well established curricular areas in schools in imbalance by requiring too much mathematics and science for all youth. Only to the extent to which they can profit by such training and have an aptitude and interest for advanced training in these two fields of training, and in others, should they be encouraged to enroll for such training. They should not be driven into it, even if tests indicate that their I.Q. is sufficiently high to take such subjects with profit.

This convention, Dr. Elicker continued, undoubtedly pointed up the fact that more schools ought to do more for the academically talented than they are now doing, using as a

N.A.S.S.P. TEAM: Front row, left to right: Cliff Robinson, Eugene, Ore., first vice president; George E. Shattuck, Norwich, Conn., president; Paul E. Elicker, Washington, D.C., executive secretary, and James E. Nancarrow, Upper Darby, Pa., second vice president. Second row: James D. Logsdon, Harvey, Ill., senior board member, and John M. Sexton, St. Petersburg, Fla., new member. Top row: Eugene S. Thomas, Kalamazoo, Mich., re-elected board member; R. B. Norman, 1957-58 president; Calloway Taulbee, Artesia, N.M., new member, and George L. Cleland, Topeka, Kan., 1956-57 president.





guide what many of the best schools have been doing all along. Leadership is very important, but so is intelligent followership. Thus we should have as our goal the education of American youths to the extent of their individual capacities to learn and in harmony with their aptitudes and interests.

During the coming year, said the executive secretary, the association will follow through on whatever the 1500 leaders in secondary education who participated in the buzz sessions believe it should do in the learning areas of science and mathematics. "We shall include the proper emphasis on the potentially gifted and provide a challenging program for them. At the same time we do not plan to minimize or to neglect the education of all youths who cannot properly be identified as in the group of academically talented."

For the future the N.A.S.S.P. has these plans, Dr. Elicker reported:

The first of four teaching-learning units on economics, which are being prepared by the association in cooperation with the Better Business Bureau, will be off the press shortly. Titled "American Capitalism, A Guide for Secondary School Use," the publication will be made available to schools at a nominal cost.

The research work on the better utilization of staff being done in 10 schools will be continued under the direction of J. L. Trump, and with the support of the Fund for the Advancement of Education (the Ford Foundation).

Plans for enlarging the present scholarship activities (43 scholarships dispersing about \$500,000) will be intensified.

The current policy of answering critics of education with accurate information will be continued.

For the summer of 1959, some year and a half hence, the association has plans for a second foreign travel project for youth leaders. The purpose of the project is to bring better international understanding between American young people and those of other countries. In 1956, the association sponsored 82 students and 20 teachers from 38 states during an eight-week tour of western Europe, giving them an opportunity to live in the homes of the countries visited. Upon their return, during the senior year, the students related their experiences to various organizations and groups in their communities.

#### CONVENTION PROGRAM ACTIVITIES

Activities for the five-day conclave included the following: nine general sessions, including concurrent meetings on the first day of the junior high

and senior high-junior college sections, two evening concerts, a musical comedy, and 61 discussion groups on issues confronting secondary school administrators. Also there were a vesper service, banquet, business meeting, reception, luncheon meeting, a number of state breakfasts, a university dinner, and organized visits to schools and other places of interest. Fifteen speakers were heard, including three professional religionists who in the main appeared in the rôle of sociologists, youth counselors, and psychologists. Each officer and member of the board had an opportunity to preside at at least one of the meetings.

#### URGENCY IN EDUCATION

At the opening general session on Saturday morning, Lawrence G. Derthick, U. S. commissioner of education, stressed the sense of immediacy and urgency which the education community and citizens across the land feel about their schools today. "Your own leadership is surely among the foremost of all those responding to the challenges and the responsibilities of today," he said.

In reviewing the highlights of the financial support of education now before the Congress, Dr. Derthick said that while education best fulfills its high purposes when kept close to the people it serves, federal support is needed.

Dr. Derthick declared: "Today, because of the national security interest in the quality and scope of our educational system in the years immediately ahead, the federal government must undertake an emergency rôle in helping states and local school districts meet the domestic and international challenges facing the whole nation."

Stressing that high quality professional personnel in science, engineering, teaching, languages and other critical fields are essential to our national security, the commissioner said that, while maintaining a balanced program in education, special measures must be taken to bring mathematics and science up to the levels of other essential fields. This will avoid, he stated, what Dr. James R. Killian has identified as "concern because we are becoming a nation of mathematical illiterates in an age in which mathematics is an essential ingredient for our very existence."

As a result of the present situation, we frankly are faced with the question of salary differentials favoring science and mathematics teachers and their possible adverse effects on morale. While stating that he personally would shrink from making a salary distinction among teachers of any grade or

subject, Commissioner Derthick said that the national interest and security require more teachers of these subjects. Should the proposals be enacted into law, it is the commissioner's belief that in the very first year a number of communities may act to equalize salaries across the board if matching funds are used to aid the mathematics and science teachers.

As to foreign languages, the commissioner of education declared that the United States has with good reason been called "the most backward major nation in the world when it comes to speaking to the people of other nations in their own tongue." While only 15 per cent of students in all our high schools study a foreign language, and most concentrate on French, Spanish or German, Russian youths are studying a wide variety of foreign languages for six of their 10 school years, with an estimated 10 million Russians studying English. Federal aid is needed in this area.

In closing, Dr. Derthick said: "Our nation stands at a day in history when it must concern itself with the basic problems of survival. Great though our resources and productive capacity may be, we number only about one-fifteenth of the world's population. Our future lies in our capacity to marshal these human resources and to provide each individual with training of a nature and a quality that will enable him to attain his maximum potential. In our nation we have always magnified the individual, and certainly in these times we cannot afford to neglect or overlook a single boy or girl."

#### RETURN OF DR. PEDDIWELL

The most unusual convention presentation was that prepared by Harold R. W. Benjamin, Hartford, Conn. Dr. Benjamin's "The Saber-Tooth Tiger Returns" was a sequel to the provocative "Saber-Tooth Curriculum" he authored some two decades ago. In the current version the fictitious J. Abner Peddiwell, Ph.D., cautions against the frantic imitation of innovations of "superior" nations. In the absence of Dr. Benjamin, the paper was read by Ellsworth Tompkins, N.A.S.S.P. associate secretary.

Other speakers were: James B. Conant, director of a Study of the the American High School; Howard F. Fehr, noted mathematician of Columbia University; Robert J. Havighurst, professor of education, University of Chicago; Shane MacCarthy, executive director of the President's Council for Youth Fitness; Lester W. Nelson of the Fund for Advancement of Education, and Forrest E. Long, New York University. #



IN OHIO, a unique case, which may prove to be the forerunner of others of a similar nature, was recently decided by the highest—the supreme—court.\* This case involved the authority of a citizens committee that had been created in accordance with the state statute. As citizens committees increase in number, and as they receive statutory recognition and thus become clothed with statutory authority, it is to be expected that they will become subjects of litigation.

In Ohio, under the statute (Section 3311.30, Revised Code) provision is made for the creation and use of local citizens committees. The powers and functions of such committees appear to be "limited to the making of a report recommending the continuance of an existing school system or a plan of reorganization." The case in question grew out of an alleged conflict between the authority of such a committee and a local school board.

The facts of the case reveal that the school board of Miami Trace Local School District adopted a resolution declaring it was essential that bonds be issued for the purpose of acquiring real estate, for the construction of a fireproof school building or buildings thereon, for the improvement of existing buildings which were not, but which the board contemplated making, fireproof, and for the provision of necessary furnishings therefor.

#### ELECTION CALLED

To do this required money, of course, so the board resolution provided for calling an election in the district and for submitting to the electors the question of whether bonds, in the appropriate amount, should be issued. It also stated that to pay interest on and retire the bonds, it would be necessary to levy a tax outside the 10 mill limitation. The school board—the plaintiff in this case—in its petition to the court—cited this resolution, and also stated the chronological order in which the appropriate legal steps had been taken by the board, the county auditor, and the county board of education in their attempts to issue the bonds.

First, the question of issuing the bonds had been submitted to the electors, as required by law, and approved by them. Then the board passed another resolution required for the issuance of the bonds. Then, it was stated, the clerk refused to certify to the county auditor the bond issuing resolution and to advertise the bonds for sale.

To compel the clerk "to certify . . . the bond issuing resolution, to advertise and sell the bonds, and to execute

\*The State ex rel. Board of Education of Miami Trace Local School District v. Thompson, 143 N.E. (2d) 584 (Ohio).

## Citizens Committee Has Advisory Powers Only, Court Rules

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

and deliver the bonds to the purchaser," the board brought this action in mandamus. In her answer, the respondent (the clerk) did not take issue with the plaintiff's allegations relating to its "compliance with the requirements of the Uniform Bond Act." Instead, however, in defending her actions, she pointed out that a citizens committee had been appointed, as provided for by law, and cloaked with statutory duties.

The clerk further stated that the committee was functioning at the time the board wanted her to certify its resolution to the county auditor, that the committee had "had several meetings but has not made any report or recommendations."

It was her main contention "that, so long as the citizens committee continues to function, 'the power and authority of the relator board of education to make transfers of territory, issue bonds and do any other act or thing which may nullify or affect the report, plan of reorganization, or recommendations of said citizens committee is suspended.'"

In its comments on this case, the court noted that the citizens committee had been selected and appointed after the election authorizing the issuance of the bonds had been held but before the school board had adopted its bond issuing resolution. The court identified, and brought into proper focus, the issue before it in this statement:

"The case has been submitted on the petition, the answer, and the demurrer to the answer and presents the question: Where a board of education under authority of an election legally passes a resolution to issue bonds for a local school district, does the selection of a citizens committee under authority of Section 3311.30, Revised Code, between the date of the election authorizing the issuance of bonds and the date of the board's resolution to issue the bonds, take from the board its authority to issue the bonds?"

In arriving at its answer to this question, the court noted the defendant's contention that to permit the board to take the action it desired could result in confusing or destroying a general plan of reorganization which might be submitted by the citizens committee, something the board had no authority to do. After looking into the powers of such a committee, the court ruled in favor of the board and against the clerk. In so doing, it had the following to say concerning the authority of the citizens committee and its relationship to the board:

"The function of the committee is recommendatory and advisory only. Its duty is limited to making a report, and it is without power to carry its recommendations into effect. The authority to carry into effect any recommendation which might be made by the committee is, by statute, placed in the superintendent of public instruction, the county board of education, and, finally, the electors.

"There is nothing to indicate that . . . the General Assembly intended to hold in abeyance the authority of a board of education to issue bonds to carry out an educational program pending the possible recommendation of a citizens committee, whose only power is to recommend and advise or to limit the power of education to issue bonds under the provisions of the Uniform Bond Act."

While it must be remembered that this case is an interpretation of the Ohio law, it is quite evident that the court saw the citizens committee in its proper light. It should be an advisory body, if it is to be most effective and if it is not to duplicate or to usurp the powers of the board of education. To view it in any other light would so complicate the problem of public school administration that it could become a well-nigh impossible task. It can only be hoped that this case will be recognized as a precedent and followed in other states, if similar questions arise. #

# Use of Housekeeping Rating Sheet

helps school system stretch maintenance dollar

**NATHAN M. PATTERSON**

*Supervisor, Special Services, Muscogee County Schools, Columbus, Ga.*

**E**FFECTIVE education requires not only the best in teaching and in instructional material but also an environment that contributes to the educational process. Such an environment can be sustained only with the aid of a continuing, long-term maintenance program, one which ensures the use of every physical facility to its maximum life potential.

Daily housekeeping is the point where maintenance problems can begin or be delayed and prevented. If the housekeeping program is well planned around trained personnel, expensive maintenance can be delayed for years.

## REPORT FORM USED

For this reason a good deal of emphasis needs to be placed on the *quality* of housekeeping. Every school system should rate the housekeeping in each building. Our experience in Muscogee County leads us to believe that much work in this direction is necessary, not only with the custodian, but also with the principals, teachers, pupils and community groups who use the school's facilities. The maxim that "cleanliness is next to godliness" must be stressed continually.

A housekeeping rating system was introduced in the Muscogee County School District, Columbus, Ga., during the 1956-57 school year. The plant inspection report form used with this program is shown here.

Before the first official inspection during the second month of operation, a set of the rating sheets was given to the principal of each school with an explanation of the program and with illustrations showing precisely how each plant, regardless of size and age, was to be graded. The principal was encouraged to work in the direction of having the school plant serve as an educational center—not just a place in which to teach, but one in which youngsters learn to live in a clean and respectable environment.

The idea of rating buildings as to housekeeping was not entirely new to

us. The health department inspection of cafeterias has been carried on for a number of years, with the result that the food service program has continuously improved toward the level on which students and personnel choose to live while in school. For this reason the housekeeping inspection plan for the entire school system was readily received from the very beginning, with a great deal of enthusiasm generated.

The inspection report is based on eight major divisions within each physical plant. The divisions are subdivided into sufficient smaller components to rate each area, whether a rural elementary building or a large city high school.

Item 1 on the score sheet concerns the major classroom areas. The second item deals with halls and corridors. Service facilities (toilets and shower rooms) are third. Although these areas are important to the comfort and welfare of all personnel, they often are abused and poorly respected. Fourth on the list is the cafeteria, an area that should represent a pleasant part of the daily life of a student.

## GROUPS ARE IMPORTANT

Fifth in order are the grounds, which include play areas, parking lot, and sidewalks. These are considered important in that they provide not only play and recreational activities but also the setting for the attractive, clean school building.

*Because he believes effective teaching requires a good environment, Nathan M. Patterson stresses the importance of a continuing maintenance program. Mr. Patterson received his bachelor's degree from Berry College, Mount Berry, Ga., and his master's from Alabama Polytechnic Institute, Auburn. He has held administrative and teaching jobs in several Georgia schools.*

The sixth item, equipment, was listed separately. If the student is to learn to respect the desk in which he sits during regular classes, he must learn to respect equipment in the cafeteria, auditorium and shop.

Responsibility for good housekeeping is not entirely dependent upon the student and his habits but must be shared with other personnel, including coaches, nonprofessional workers, and janitors. Part 7 of the report thus covers the boiler rooms, lockers and storage areas. Pupils generally do not use these facilities, but building personnel must work here each day to keep the building supplied and heated and the necessary materials stored in the interest of the over-all plan.

## EIGHT BROAD AREAS

Under the final heading are included general use sections of the building: the gymnasium, auditorium, library and clinic. These areas are used by groups under a broader organizational plan than that of the classroom, and less direct supervision prevails. Since here the student becomes only a part of a much larger group, a good test can be made of how much he actually appreciates the facilities. In schools that have developed a program of care and inspection the facilities are used properly.

The eight major divisions shown in the inspection report cover the entire physical plant. Properly evaluated, they will show the quality of housekeeping, as well as the use made of facilities. If the standards have been maintained as recommended, the school's score will automatically be 100, based upon a 12.5 score for each of the eight major divisions. A grading downward in specific points can be made where substandard conditions exist. In the latter case the nature of the deficiency must be indicated on the blank space.

The rating standard was established after test runs were made in a number of schools, with the cooperation of the school principals involved. Each school

tries for a score of 100. An "A" is given each building that is rated 95 to 100 inclusive; "B" goes to schools having a rating of 90 to 94 inclusive, and "C" to those below 90. The "C" rating is conditional and is considered substandard. It is permitted to stand for only so long as it takes the school personnel to correct the discrepancy specified, no longer than 10 days.

The inspection is done by a trained person, assigned by the central administration office, who visits each school and prepares the report with the full knowledge of the principal. On his rounds the inspector is accompanied by a member of the school staff or the head custodian of the building. A copy of the report is filed with the principal.

#### SPECIFIC RECOMMENDATIONS

Included in the report is space for the inspector's housekeeping recommendations to the principal. Space is provided, too, for comments concerning anything objectionable or commendable and for listing under plumbing, carpentry, glazing, electrical and painting any repairs that should be made. These items serve the maintenance department as a double check on buildings throughout the system. While the general remarks are important and are evaluated by other departments, they do not directly affect the grading system.

Since the housekeeping inspection system was introduced in the Muscogee County schools a little more than a year ago, a marked improvement in the general condition of the schools in this district has been noted. Of course, it is too early to judge correctly the full effect of the program on the students and faculty, but a number of encouraging situations have developed.

A visit to a school now will prove that the faculty, as well as the custodian, is fully aware of conditions throughout that building. The condition of the back hall, basement, locker room, and the play area on the side of the campus now is gauged by the same standards of operation that once were reserved for the front halls and classrooms. Custodians working under the direct supervision of the principal and staff are now able to discuss the problem of housekeeping on mutual terms.

The housekeeping inspection program in no way has encroached upon the instructional program and no over-emphasis has been noted. Instead, it has developed a genuine concern on the part of faculty and students alike in improving the school environment, thereby creating a better learning and living experience for all concerned. #

#### MONTHLY SCHOOL PLANT INSPECTION REPORT

School Muscogee Junior High Date January 10, 1958  
Number of Janitors 3 Maids 2 (1 part-time)

The following eight points are to be considered in evaluating the physical plant for the rating of each school. Each of the eight areas will be considered for 12.5 credits making a total of 100, if everything is considered to be in first-class condition. The score may be graduated downward as may be necessary due to deficiencies as may be found in each area. Where less than 12.5 credit is given, a comment must be made in the areas in question to show clearly the deficiencies found there. The fact that the building is old or new should have little or no bearing on the grade of the school building. The principal of each school is to be given a copy of each report immediately upon the completion of the inspection. In no case will reports be made without full knowledge of the principal. A second and third copy will be made, one filed with the Maintenance Department, and the original copy coming to the Administration Office, 1200 Bradley Drive.

#### SCORE

#### AREAS

- 11 I. CLASSROOMS  
a. Kindergarten (Does not apply to this school) d. Laboratories O.K.  
b. Regular classrooms O.K. d. Special marks on walls (1)
- 10 II. HALLS AND CORRIDORS  
a. Main corridor Pencil Marks (1) c. Vestibules glass smeared (1/2)  
b. Covered passageways O.K. d. Other general use space Trash (1)
- 10 III. TOILET AND SHOWER ROOMS  
a. Girls and ladies O.K. d. Athletic shower rooms O.K.  
b. Boys and men Odor in Rms. #1 & 5 (2) e. Others Water closet dirty (1/2)  
c. Dressing rooms O.K.
- 11.5 IV. CAFETERIA  
a. Lunchroom O.K. d. Garbage Open Cans (1)  
b. Kitchen O.K. e. Can wash area O.K.  
c. Kitchen storage O.K.
- 8.5 V. GROUNDS  
a. Play areas Broken Bottles (2 rear) (2) d. Lawns Trash (1)  
b. Parking lot O.K. e. Shrubbbery bicycles (1/2)  
c. Sidewalks Needs sweeping etc. (1/2)
- 10.5 VI. EQUIPMENT  
a. Furniture Cuts on Desks Rms 27, 15, 3, 14 (2) c. Cafeteria equipment O.K.  
b. Building equipment O.K. d. Special O.K.
- 12 VII. BOILER ROOM, LOCKERS, AND STORAGE  
a. Heating area unauthorized storage (1/2) d. Locker rooms O.K.  
b. General storage O.K. e. Others O.K.  
c. Book storage O.K.
- 11 VIII. SPECIAL AREAS  
a. Gymnasium Marks + trash on floor (1) e. Principal's office O.K.  
# b. Auditorium Chewing gum on seats (1/2) f. Counseling O.K.  
c. Library O.K. g. Others All other areas O.K.  
d. Clinic O.K.
- 84.5 TOTAL SCORE \* chewing gum stuck on backs of seats front section on east side of Auditorium.

#### GENERAL REMARKS:

1. Recommendations: Janitors must give more attention to outside areas. More supervision required in areas outside classroom.

2. Was anything objectionable noticed and not mentioned above? (Such as evidence of smoking in building or vandalism.) Smoking evidence in Auditorium and stage area.

3. List of maintenance work required:

Plumbing <u>None</u>	Cement work <u>None</u>	Electrical <u>5 lights out</u>
Carpentry <u>None</u>	Roofing <u>None</u>	Drainage <u>None</u>
Glazing <u>3 Windows</u>	Painting <u>Main Hall</u>	Heating <u>None</u>

4. Did inspector discuss this report with principal of school? Yes

5. Comments or suggestions from the principal for improved custodial service: Reassign 1 janitor and more training for maids.

John R. Smith, Jr.  
Signature of Inspector

This monthly inspection report on a hypothetical school discloses that housekeeping there rates only 84.5 per cent, or "C." This is a substandard condition which must be corrected in the neglected departments within 10 days after the inspections.



## **Nutrition Fair Improves Diets, Aids Parent-School Relations**

**An Interview With MARIE V. O'BRIEN**  
*Principal, Kosciuszko Elementary School, Chicago*

by **PAULA FOZZY**

**A** DRAMATIZED nutrition program in one of Chicago's elementary schools has produced a marked gain in good parent-school relations and a consciousness in the pupils of good nutritional habits. The program, sponsored by the Chicago Nutrition Association, was introduced by Marie V. O'Brien, principal of Chicago's Kosciuszko Elementary School.

After a survey showed that nutritional habits of pupils were faulty, Dr. O'Brien introduced a concentrated

unit of study on food and nutrition. The study of food and the digestive processes was added to the curriculum for all of the school's 1150 pupils. Chemistry, science and home economics classes found special reasons to study foods. Posters were displayed in halls and lunchroom. Parents, too, were made conscious of the importance of good nutrition by illustrated literature and by a nutrition fair.

Parents who visited the displays and demonstrations at the school were

drawn into participation in the, till then, nonexistent P.T.A., and formed an active nucleus which is planning several projects. Parents themselves appreciated the chance to learn something about well balanced, low-cost meals.

Kosciuszko pupils and teachers have become food conscious. Wastage of food on returned trays at the school cafeteria has diminished markedly. Children vie with one another in eating the best breakfasts. They ask teachers: "Is orange juice better than milk?" and really pay attention to the often spirited discussions of vitamins and food values that follow in classes.

The nutrition program first was started in February of 1957, when Dr. O'Brien noticed that students who were frequent disciplinary problems often had eaten no breakfasts. At the suggestion of the Chicago Nutrition Association, she made a survey of the breakfast eating habits of pupils in Grades 4 to 8. Breakfasts were classified as "good" if they included any four of the following foods: fruit, cereal or bread, eggs, milk, sausage or bacon, and butter. Breakfasts classified as "fair" included two of these foods and milk. "Poor" breakfasts did not include milk, fruit or proteins.

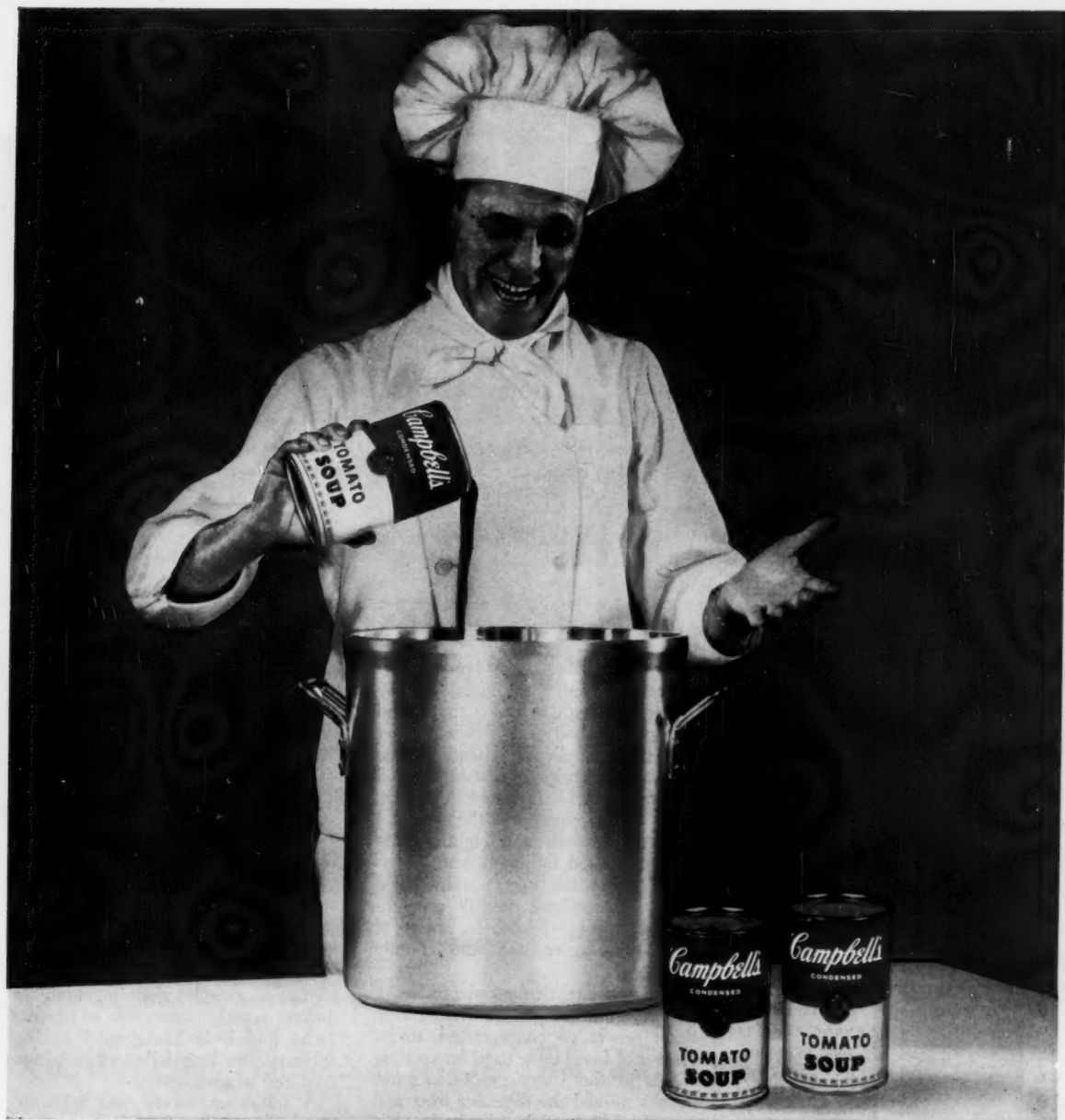
### **LACKED GOOD FOOD HABITS**

Results of the survey indicated that 21 per cent of the children ate no breakfast at all, while 41 per cent ate breakfasts classified as poor. Only 13 per cent of the students ate good breakfasts. In many cases, this poor showing was not because of the parents' financial inability to provide good meals but because the parents had no knowledge of what foods are needed by growing children or even of what constitutes a balanced meal for adults. It was decided to teach the children the value of proper nutri-



Pupils at Kosciuszko school learned good nutrition habits by setting up demonstrations of model meals that featured well balanced low-cost food.





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Name \_\_\_\_\_

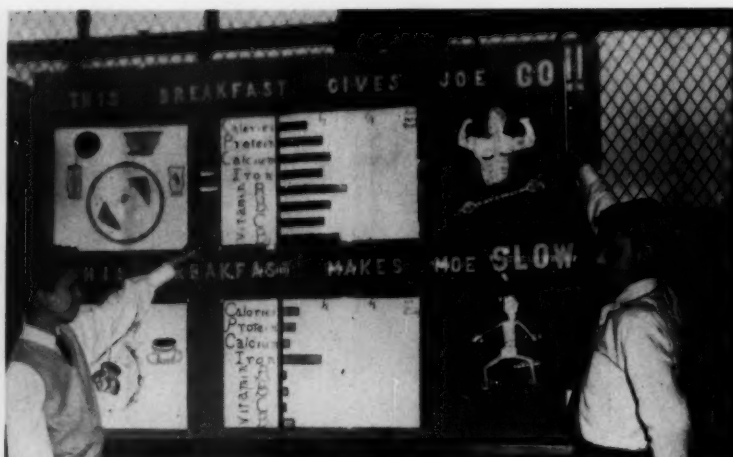
Establishment \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

**Kewanee**  
DISHWASHER



Large posters and charts on bulletin boards in the hall and in the lunchroom made all pupils conscious of the part food plays in good health.

tion, and to educate the parents as well if this were possible. It was.

The entire school took part in a concentrated study of nutrition for several weeks. Pupils in the primary grades discussed the value of good foods for building strong bones, teeth and muscles, and general health. They kept charts with stars for those who had eaten good breakfasts. Upper elementary pupils did chemical tests for starches and sugars and showed the action of simulated digestive juices on the protein in the white of an egg. Seventh and eighth grade classes planned the meals and "shopped" to get the best possible food value with the least possible expenditure—a valuable lesson, for many of these teen-agers do the family shopping.

The entire curriculum placed heavy emphasis on food and nutrition during these weeks of concentrated study. Names of foods were used for spelling words in the lower grades. Science classes studied the digestive tract and how food is used by the body after it has been eaten. All the classes made posters, charts and diagrams during their art periods.

#### MATERIALS USED

Posters in the halls and in the lunchroom made the whole school conscious of the part food plays in good health. Dr. O'Brien desired to make the parents also aware of the importance of good nutrition habits. She obtained free illustrated leaflets from commercial sources and sent these home with the children. Pamphlets printed in Spanish for Mexican and Puerto Rican families proved effective. Large colored "food wheel" charts and booklets illustrated by comics were found useful for educat-

ing both the parents and children. The biggest effort at parent education, however, was the nutrition fair, the climax of the study unit.

Under the guidance of sponsoring teachers, students planned a program, made exhibits, and issued invitations for parents to visit the school and attend the fair. A motion picture on better breakfasts was shown, and Dr. Faye Grant of St. Francis Hospital spoke on "The Importance of Diet." Hit of the afternoon was a demonstration (with samples for everyone) in which Dr. Lucille Witzman Rice of the Chicago Nutrition Association made a confection of high-protein peanut butter and powdered milk.

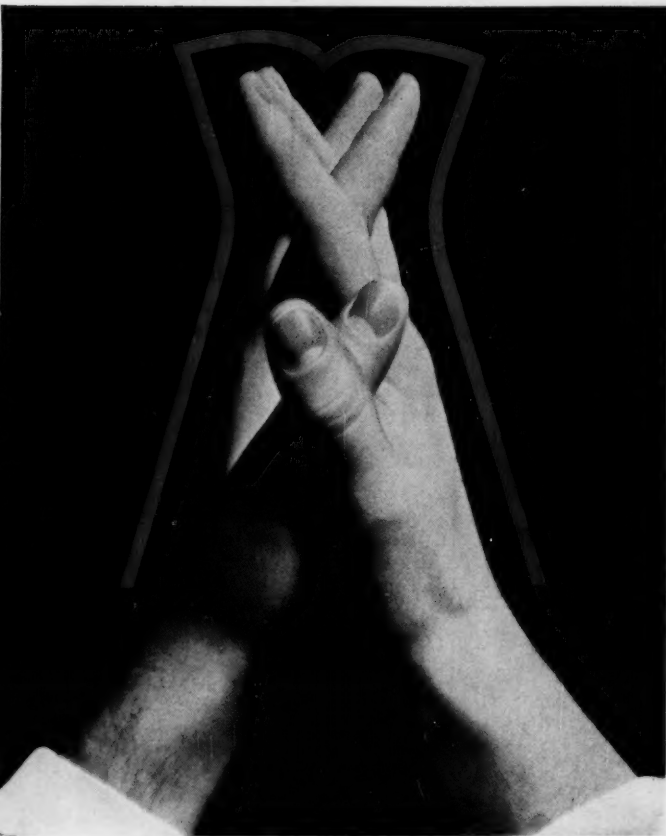
#### PUPILS PLAN FAIR

Planning the fair gave pupils a chance to exercise their ingenuity in making readily perceptible to parents (who had little background in the subject) the knowledge of nutrition acquired in class study.

A follow-up survey was taken to check the results of the program several months later—after the increased emphasis that had stimulated such an interest had had time to subside. Results showed a 6 per cent increase in the number of pupils who were eating a good breakfast and a 3 per cent decrease in the number of those who were eating a poor breakfast and a 3 per cent decrease in those eating none. Since this second survey was taken several months after the learning situation, Dr. O'Brien thinks that it reflects permanently established new eating habits. So successful have the nutrition unit and the nutrition fair been that she is repeating them this year for the benefit of the school's many transient pupils.

(Continued on Page 84)

# Which slicer edge is best?



**THIS?** A microscopic look at the tempered edge of an ordinary slicer knife often looks much like this. It tears and shreds each slice... never cuts cleanly. Resharpener is difficult, and must be done often.



**or THIS?** Solid stainless steel, carefully processed from molten metal to finished blade by Hobart, gives an edge like this. It takes a keener edge, keeps it longer and when necessary, is resharpened far easier.

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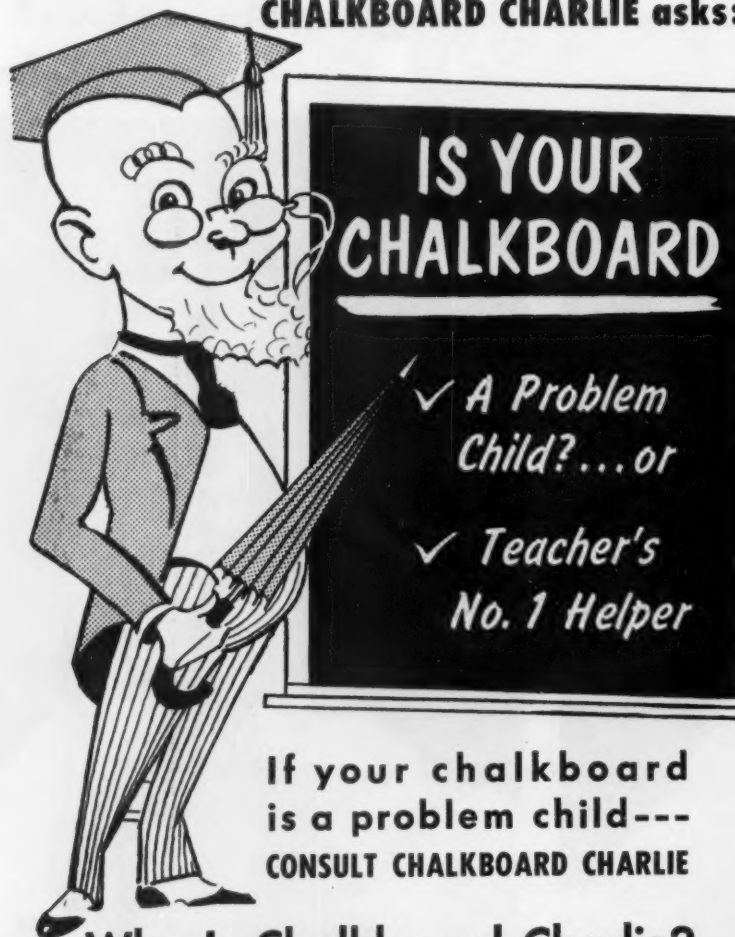
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This year's unit includes something new—a series of nutrition-centered plays, written and acted by the pupils of each grade. The plays are to be filmed and will be shown during Health Week to parent groups and also to groups from other schools, if they desire to see what one school has accomplished in nutrition education. Plans are afoot to have the films, sponsored by the Nutrition Association, shown on WTTW, Chicago's educational television station.

The plays have greatly stimulated the children's interest in nutrition. They have also drawn the parents more closely to the school, since parents help by providing costumes and properties and by listening to children memorize their parts. Many a parent has picked up more than a few facts about nutrition by the sheer process of repetition.

### TEACHERS, TOO

Teachers, too, have become more nutrition conscious. Said one teacher: "Before this program was started, I never noticed whether kids left food on their plates or not. Now I remind them to eat all their vegetables and drink all their milk before they return their trays. I find that I've been eating better meals myself."

Presently 12.5 per cent of the pupils eat the school's Type A lunch.

Long-term results, of course, cannot be assessed. It is hoped that a good deal of the nutrition study has rubbed off on the parents indirectly or through the pamphlets sent home with the children.

An assessment of the value of better breakfasts on disciplinary problems cannot be supported without statistics, says Dr. O'Brien, but there does seem to be less fidgeting before lunch. Pupils who have eaten breakfast do concentrate better on their lessons and think less about causing trouble.

### FUTURE FOLLOW-UP

A second breakfast survey will be taken this spring, with a follow-up several months later. Highlight of the proposed nutrition fair for this year will be the performance of several of the plays.

Dr. O'Brien gives an encouraging message to administrators who would like to try a nutrition program in their own schools: "Our program has not been so astonishingly successful that other administrators should be afraid to try it. The improvement in the children's eating habits, the resulting better studying, and the parental interest generated in the school merit the application of such a program wherever it seems to be needed." #



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Volume feeders of all kinds use Lily place settings to

save valuable time, and to reduce fatigue caused by carrying heavy, dish-laden trays.

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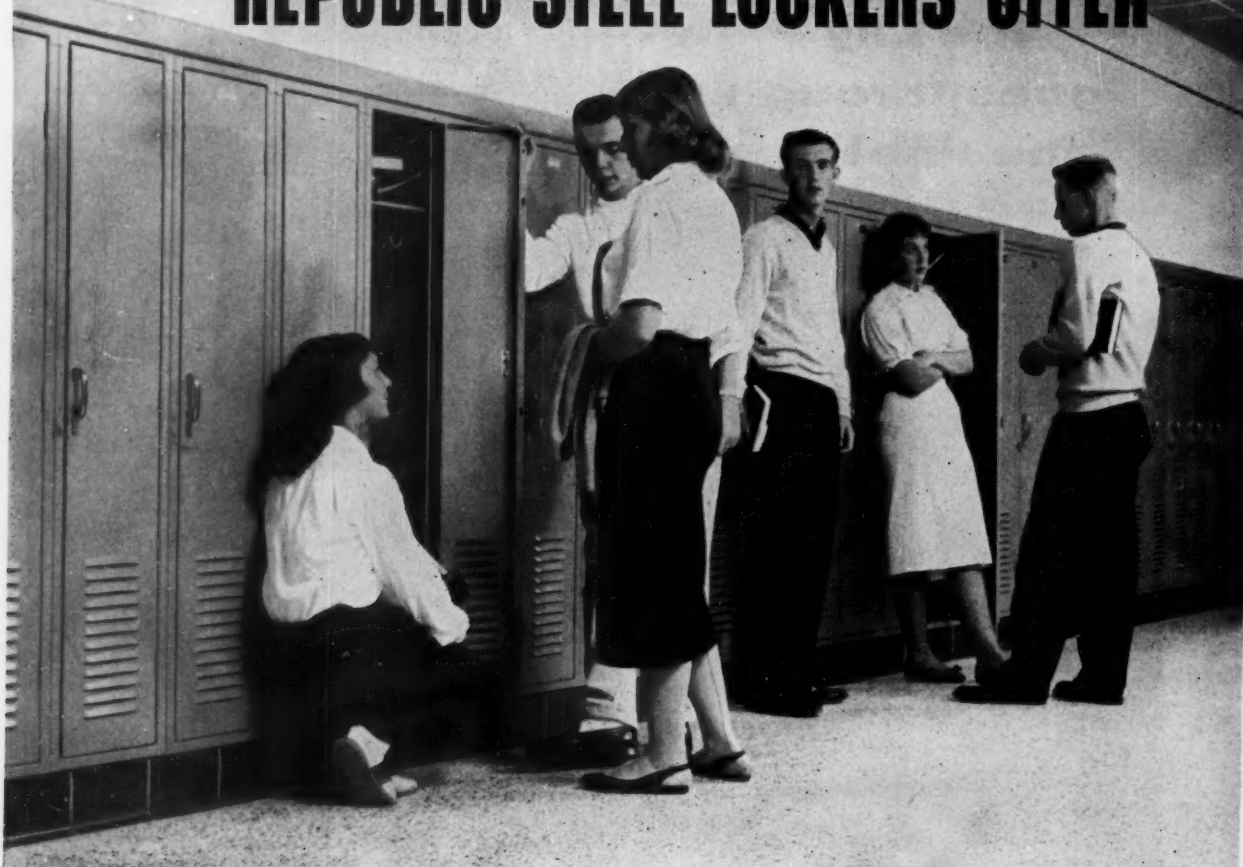
Lily offers three sizes of molded smooth plates: 6, 9, and 10 in., plus two sizes of compartmented molded plates, 9¼ and 10¼ in. The 9¼ in. plate, made by Lily alone, has that extra rigidity needed for confident one-hand handling. Its "full depth" compartments control portions and costs better, keep foods and companion juices and gravies in place. 10¼ in. plate has same features but allows for larger portions.

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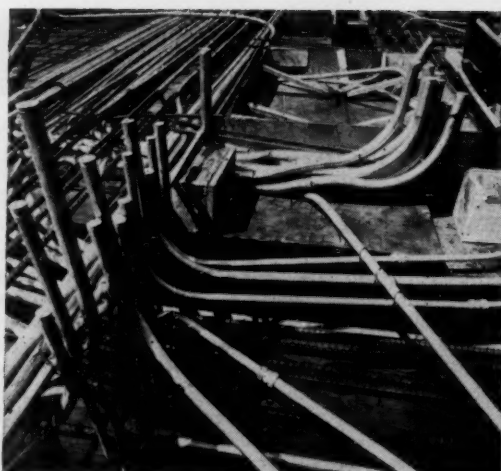
Lily is constantly striving — through research, through product development, through product improvement — to find new economy measures, new convenience features. We'd be happy to show you how specific findings apply to your operation. We'd also be happy to send you free samples of the products above. Just write: *Lily-Tulip Cup Corporation, 122 East 42nd Street, New York 17, New York.* \*T.M. Reg. U.S. Pat. Off.



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### The "Heller" plan

► We were wondering how more of the national wealth could be used for education when we picked up the morning paper on January 14. There it was! Simple, fiscally painless, fully adequate, no bureaucracy, no federal control, perhaps not even a Powell Amendment! The Heller plan was in the headlines—just take the increased state and local cost of public schools off your personal federal income tax. More for schools and less on Form 1040!

Almost breathlessly we wrote to Mr. Heller for further information. Knowing he would be swamped by inquiries, we also addressed the National Citizens Council for Better Schools. Mr. Heller had announced the plan upon his inauguration as chairman of the council the previous evening. All that day we gave not a thought to the Administration's education bill, how the Democrats would act, Representatives Gwinn or Powell, or whether President Eisenhower would support the Administration's education program.

We felt even more justified in our relaxation when we picked up *Life* magazine on our return home. There was a wonderful editorial headed: "A Bright Idea for Our Schools," which ended with an urge to action. Said *Life*, "At the very least, the Heller plan represents the kind of imaginative thinking the school situation demands. There are plenty of other things wrong with our schools and plenty more ideas are needed. But the money problem is basic, and here is a way to solve it." We mused that *Life* must have known about this in advance—perhaps had checked with the Secretary of the Treasury and the Administration.

Nine days later we had a letter from the Citizens Council for Better Schools. The Heller plan ought to work out, it said, but we were to understand above all that the plan was personal to Mr. Heller and that it was not the council's. "... the council has not gone on record for or against any issue in education," it said, and this impressed us as quite a feat.

For some reason the Administration kept working on drafts of its educational legislation. Soon we were asked to come up to H.E.W. Secretary Marion B. Folsom's office to discuss it. Mr. Folsom read an editorial to

us which called the Heller plan "funny money." President Eisenhower did not mention the Heller plan in his special message on education. Disillusioned, we went back to wondering about Representatives Gwinn and Powell, the U.S. Chamber of Commerce, and whether President Eisenhower will mention his own program favorably to Representatives Halleck and Martin this spring.

Within a short time we almost gave up hope. An analysis from some killjoy versed in educational finance pointed out that the Heller plan would erode the federal income tax, be impossibly complicated in administration, perpetuate existing financial inequalities, tend to prevent property reassessments among school districts, require excessive federal control, strongly favor rich individuals, school districts and states, undermine state and local responsibility for education, penalize districts making great efforts to finance education and reward the others, and in general play havoc with fiscal reforms intended to provide a better tax base for education. The analysis concluded that "... the Heller proposal seems to be a highly complicated, unworkable plan ... would give the appearance of supporting a plan to provide additional funds to school systems ... with the knowledge that it would have little chance of passage in the Congress ... create much dissension among the advocates of federal support for education. It is conceivable that the Heller proposal could become a Trojan horse offered by the foes of federal support."

Sadly, we added the Heller plan to our list of panaceas for education.

### School construction

► Reports from state departments of education to the U.S. Office of Education indicate that the estimated shortage of public school classrooms dropped from 159,000 last year to 140,400 at the beginning of the current school year. The overcrowding was reduced from 2,295,000 to 1,937,000 pupils. Still needed are 63,200 additional classrooms to accommodate excess enrollments and 77,200 to replace obsolete facilities. This year's figures are based on district by district surveys in about three-fourths of the states.

The school housing situation improved during the past year in 24

states, became worse in 17, and remained about the same in the additional 7 states.

State departments of education estimated last year that there would be construction of 69,200 classrooms in 1956-57; only 68,600 classrooms were actually constructed during the year. About 14,300 classrooms were abandoned during the year because of obsolescence.

Surveying these facts, Senator John F. Kennedy of Massachusetts introduced a school construction bill along the lines of the Kelley Bill of 1957 and criticized the Administration for deferring its construction program in favor of special legislation emphasizing science.

### Subscription television

► The battle lines are forming for a showdown on the five-year-old subject of subscription television. The Federal Communications Commission last fall announced that applications for making field tests would be considered in March. But Representative Celler of Brooklyn has warned that such tests should not be authorized without the consent of Congress, and has introduced a bill which would outlaw subscription TV. Other congressmen have proposed resolutions, bills, investigations and other devices which are designed to prevent all toll television.

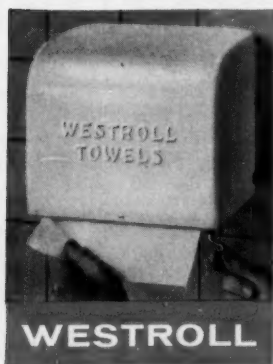
The commercial broadcasters are making a vigorous effort to maintain what they call "free TV." The proponents of subscription TV, however, see nothing unusual in collecting admissions for entertainment or education, whether for TV or for books, movies or newspapers. They believe that commercial broadcasters should be willing to allow promoters and impresarios to increase their share of profits from TV. Meantime, the public has very little to say about the final decision.

Two types of subscription television are being considered. One is through open channels, transmitting a scrambled picture which would be meaningless to the nonsubscriber. There is usually a gadget on the television set to unscramble the picture, when the viewer pays the required fee. The second type would use closed circuit, with wire transmission from the studio to the home. The channel used to feed the picture into the receiver





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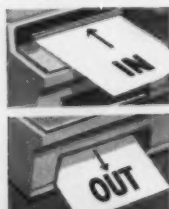


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would not be one used for local broadcasting. The viewer would pay for a connection which would enable him to see all programs.

The second system is being pushed by some movie industry interests. It would not require authorization by the Federal Communications Commission, since it would not use channels now used by the public. Broadcasting over state lines, however, would involve the commission in interstate commerce regulations. The system is acknowledged to be expensive.

It is the open channel system which is now the subject of debate in Washington. Three types have been approved for field tests: Phonovision (Zenith Radio Corporation); Subscriber-Vision (Skiatron Television, Inc.), and Telemeter (International Television Corporation). The Federal Communications Commission has indicated that tests would be allowed for a period of three years and that locations would be selected which have adequate television service on existing stations.

Proponents of subscription television believe it could coexist with the present system, and that the public would benefit from the additional distribution system. But before a trial has been given to subscription TV, there are no *facts*, it is all *opinion*.

#### Legislative activity

► Hearings on the education bills began in January in both House and Senate, earlier than usual, and the following activities were observable in Washington:

Representative Gwinn of New York and his colleagues were leading the *Congressional Record* with all sorts of dire predictions to defeat any additional federal support of education.

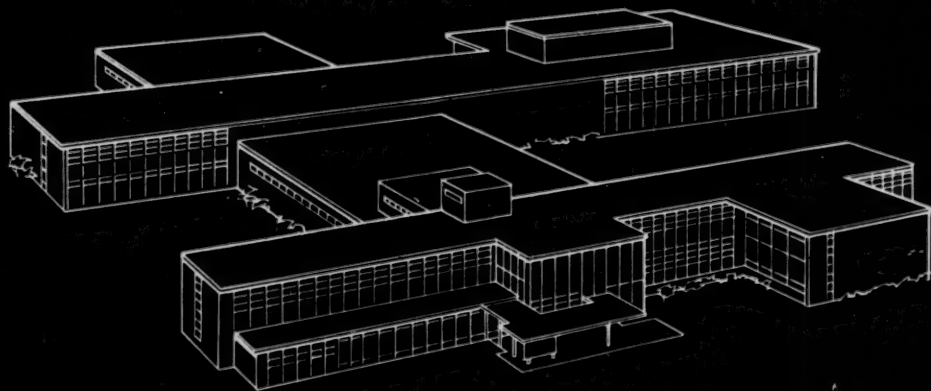
While 500 members of the U. S. Chamber of Commerce were in town, the majority and minority leaders of the House, Rayburn of Texas and Martin of Massachusetts, predicted long hearings and a great deal of trouble with this legislation.

Senate majority leader, Johnson, predicted, as usual, that education legislation would pass in this session of Congress, while minority leader, Knowland, said nothing.

The N.A.A.C.P.'s Clarence Mitchell asked for a Powell Amendment at House hearings on the extension of the federal assistance laws (Public Laws 815, 874), and was promptly accused of a deliberate effort to cause the defeat of the legislation itself.

Representative Graham A. Barden of North Carolina has been making life miserable for Secretary Folsom, Commissioner Derthick, and their colleagues because Secretary Folsom is a member of the federal-state action committee which has recommended that federal support of vocational education of less than college grade be discontinued after

# Will your plumbing be as modern as



# your new building?

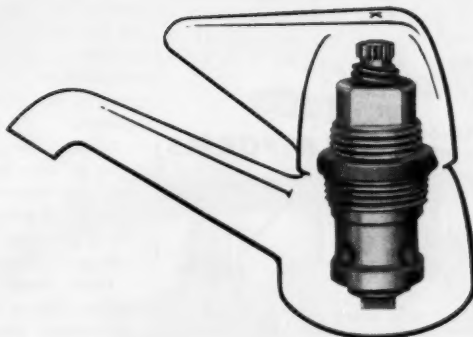
If your architect specifies Crane plumbing, you can answer this question "yes".

One reason is that Crane school plumbing fixtures are styled by world-famous industrial designer Henry Dreyfuss. Drinking fountains, lavatories, sinks, water closets and urinals are designed not only to look modern . . . but also to withstand the hard use and abuse an army of youngsters can hand out.

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Dial-ese controls operate easier, too. They're factory lubricated and close *with* water pressure, not against it. Nearest thing to a dripproof control ever designed.

Why not talk to your architect about Crane school plumbing before you build your new school?



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next year. Mr. Barden is opposed to repealing the George-Barden law, believes the current priority for federal assistance to education is to supply laboratory supplies and facilities, and opposes federal scholarships.

The National Education Association was busy drafting a bill for a large program of federal support for both school construction and teachers' salaries.

Altogether, the search was for a consensus about what the national action in education ought to be. With reasonable agreement, the Powell Amendment could be voted down and the legislation enacted in this session of Congress. Opponents were following their strategy to divide and conquer.

#### Hill-Elliott Bill

► Last month we detailed the Administration's program for congressional action in education. This month we are outlining the major Democratic version, the Hill-Elliott legislation.

Senator Lister Hill and Congressman Carl Elliott, both of Alabama, have introduced an emergency six-year national defense education bill to strengthen American education, especially in science, mathematics, engineering, technology and modern foreign languages. The principal aspects of the bill are:

#### For Students

**Scholarships.** Undergraduate scholarships for 40,000 new students a year for each of six years at \$1000 each, granted on the basis of merit alone and without regard to need. An additional 20,000 scholarships of \$1000 each would be granted to students already attending college.

**Student loans.** Forty million dollars a year in loans to college students at 2 per cent interest, to be forgiven if borrowers enter the teaching profession and teach as many years as they go to college in preparation for it.

**Work study programs.** Twenty-five million dollars a year for college student work-study programs, to be matched 50/50 by the institution the student attends.

**Graduate fellowships.** One thousand graduate fellowships the first year and 1500 for each of the next five years for graduate students preparing to teach in colleges and universities.

**Congressional citations.** Citations from Congress to the top 5 per cent in scholastic rank of high school graduating classes throughout the country.

**Vocational education.** Twenty million dollars annually, to be matched 50/50 by state and local funds, for training technicians in skills essential to national defense.

#### For Teachers

**Summer school courses.** Seventy-five million dollars annually for teachers

who take advanced studies in science, mathematics and foreign languages.

**Extension courses.** Twenty-five million dollars annually for teachers who take advanced studies in extension courses offered by higher education institutions.

**Institute in guidance and counseling.** Six million dollars annually for contracts to provide for summer institute courses for secondary school teachers in counseling and guidance with particular emphasis on gifted students.

#### For Teaching Facilities

**Forty million dollars** annually to state educational agencies for science or language teaching equipment for public schools, with 50/50 matching by states.

**Forty million dollars** annually to institutions of higher education to pay 50 per cent of the cost of acquiring science and language teaching facilities for undergraduate students.

#### For State Educational Agencies

**Guidance and counseling.** Fifteen million dollars annually to assist in establishing programs of guidance and counseling in secondary schools.

**Science, mathematics and language consultants.** Ten million dollars annually for programs to make available to science, mathematics and language teachers in secondary schools information about advances of knowledge and current teaching methods, devices and textbooks.

#### For Research, Experimentation

**Institute for research and experimentation in new educational media.** An institute is created in the U.S. Office of Education for research and experimentation to develop and evaluate projects involving television, radio, motion pictures, and other auditory and visual aids which may prove of value in state and local and educational agencies and institutions of higher education. The Commissioner may purchase audio-visual materials in all these areas and make them available on loan to state or local education agencies. Five million dollars the first year, \$10 million provided annually thereafter.

#### For Science

**Scientific information service.** The National Science Foundation is authorized to establish a Science Information Service to provide for indexing, abstracting, translating and disseminating scientific information. The six-year cost is estimated at \$100 million.

**A National Advisory Council on Science and Education** consisting of a commissioner of education, the director of the National Science Foundation, and 12 members appointed by the President by and with the advice and the consent of the Senate. The members shall be broadly representative of the organizational and professional interests in science and education and of the public. #

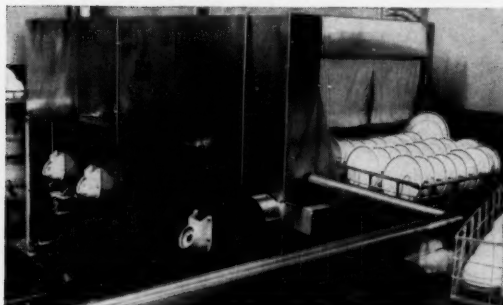




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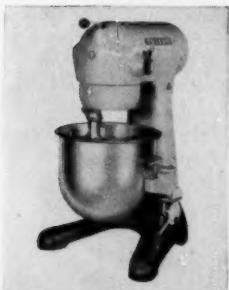
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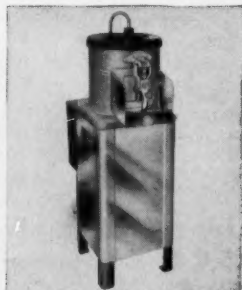
**TOLEDO DISHWASHER** with Conveyor Pre-wash assures a constant supply of dishes with that sunshine-clean sparkle. Conveyor transports dishes through wash and rinse chambers with high production per hour. Many other models in door, counter and conveyor type to choose.



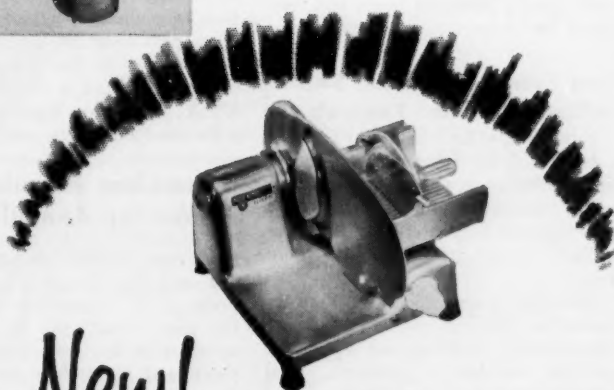
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# NEWS IN REVIEW

## Colleges Prefer Tax Benefits to Federal Grants

MIAMI BEACH, FLA.—The Association of American Colleges agreed to "try to live with federal aid to education," but asked Congress to seek other means for aid rather than direct grants.

The group at its annual convention here adopted a proposal that Congress give its help through tax benefits, making it easier for individuals, corporations and foundations to support the nation's colleges and universities.

## Reports Upswing in Salaries for City Administrators

WASHINGTON, D.C.—A slight upward swing in salaries for school superintendents and principals in larger cities is reported in an N.E.A. research division study. In the Far West area administrative salaries are highest.

School superintendents in the 18 largest cities with populations of more than 500,000 are currently receiving a median top salary of \$24,000 annually. Senior and junior high school principals receive \$10,650 and \$9800 per year, respectively. Elementary principals in these areas get a median maximum of \$9227.

Somewhat lower are administrative salary schedules in 93 school districts in the 100,000 to 499,999 population group. Median maximum for superintendents is \$17,000. Median maximums for principals are \$10,000 for senior high schools; \$8944 for junior high, and \$8475 for elementary administrators.

## Ford Foundation Grants \$4.5 Million for School Research

NEW YORK.—The Educational Facilities Laboratories, an independent, nonprofit organization to encourage improvement in the construction of school and college buildings, will be established here under a \$4.5 million grant from the Ford Foundation.

The new agency will serve as an information clearinghouse. Its data on school design, building and equipment will be available to architects, local school systems, college trustees and others involved in the nationwide expansion of school facilities expected during the next decade.

Among the members of the board of directors are: Alvin C. Eurich, vice president and director, Fund for the Advancement of Education; Frederick L. Hovde, president of Purdue University; James L. Morrill, president of the University of Minnesota; Benjamin C. Willis, superintendent, Chicago.

The grant also will support several cooperating experimental centers that will serve as research laboratories for demonstrations of efficient construction of educational facilities.

The program will seek to coordinate the efforts of industrial and educational officials, architects and designers. It will not engage in testing or approval of materials.

## Predicts Rise of 5 per Cent in Textbook Prices in Year

NEW YORK.—An increase of five per cent in the average price of textbooks last year will affect school budgets now being planned for 1958-59, according to a survey conducted for the American Textbook Publishers Institute.

Enrollment increases and changes in curriculum also influence textbook budgets, it is pointed out in "Budgeting for Textbooks," a free guide available to school officials from American Textbook Publishers Institute, 432 Fourth Ave., New York 16.

## Quality in Higher Education Theme of Annual Conference

CHICAGO.—Theme of the 13th annual National Conference on Higher Education, to be held here March 2 to 5, will be "Higher Education: Strengthening Quality in the Satellite Age."

Attention will be focused on: (1) more opportunities for students; (2) innovations in administration and organization; (3) improvement of teaching; (4) new developments in the curriculum.

The conference, a department of the N.E.A., will bring together more than a thousand college persons.

## Curriculum Planning for the Years Ahead Theme for Annual A.S.C.D. Convention in Seattle

SEATTLE.—Nationwide interest will focus on Seattle, March 2 to 6, when the problems of "curriculum planning for the years ahead" will be analyzed by members of the Association for Supervision and Curriculum Development, a department of the N.E.A. The format for this 13th annual conference is planned to facilitate concentrated and detailed discussions.

"The assemblies, with four headline speakers, have been planned to raise issues and point up specific aspects of several topics of concern to curriculum workers," states President G. Robert Koopman, associate state superintendent of public instruction for Michigan. "The clinics are arranged so that persons with

## National Reading Campaign Climaxed in Library Week

NEW YORK.—"Wake up and Read," is the theme of a nationwide campaign to promote reading that will be climaxed by National Library Week, March 16 to 22.

The object of the program, sponsored by the American Library Association, is a "better-read, better-informed America." The program will stress the benefits of reading as a leisure time activity; for information; for career advancement.

## Robert E. Jenkins Accepts Pasadena Post "Enthusiastically"

PASADENA, CALIF. — "I'm not nervous about working in Pasadena. In fact, it's a real challenge and I accept the appointment enthusiastically," states Robert E. Jenkins,

who takes office April 1 as superintendent of schools here.

Dr. Jenkins, 47, has been superintendent of schools at Ridgewood, N. J., since 1952. He is not a stranger to the West Coast, as he was assistant superintendent for instruction in San Diego, Calif. from 1949 to 1952, and director of research there the previous two years. Earlier he had been assistant superintendent at Oklahoma City (1943-44) and supervisor of student teaching at Columbia University while completing work on his doctorate there (1946-47).

Dr. Jenkins was the unanimous choice of the five board members for a four-

(Continued on Page 110)



Robert E. Jenkins

similar job responsibilities can talk over mutual problems. The 45 study-discussion groups provide opportunities for a small group of people to work rather intensively on a specific problem over the period of the conference. Arrangements have been made for visiting in schools and near-by educational agencies."

Among the speakers at the general sessions will be the new president of the American Association of School Administrators, C. C. Trillingham, superintendent of Los Angeles County Schools. Dr. Trillingham will relate his address to the theme of the conference, taking as his topic "A Superintendent Looks at Curriculum Improvement."

(Continued on Page 98)

# HERE'S WHAT YOU NEED WHEN PLANNING A GYMNASIUM

New, *improved* Universal calculator shows how to plan maximum balcony seating with minimum ceiling height and establish ideal sight line; enables you to reduce total gymnasium cubage ... make big savings on building and heating costs

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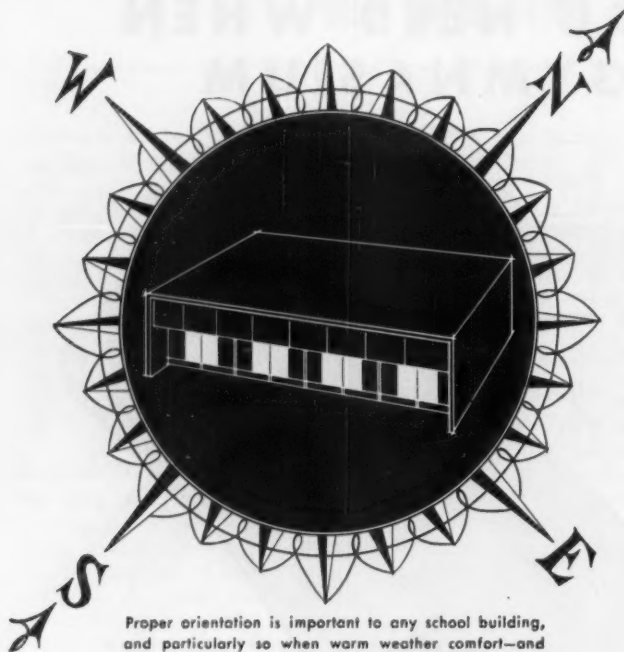
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Proper orientation is important to any school building, and particularly so when warm weather comfort—and eventual air-conditioning—are considered. At the John Jay High School, the middle portion of south-facing wall is 50% glass, 50% light-colored panels to reduce glare and solar gain. Continuous glass in upper portion admits a maximum of useful light to the ceiling. As warm weather approaches, the shadow of the darkening-glass screen, shown below, covers more and more of the window until—in May and June—it is entirely covered.

**CLASSROOM AIR CONDITIONING**, more and more is becoming a basic factor in school design. Architects everywhere are recognizing the trend in their structural considerations for school buildings.

Educators, too, are thinking—talking—stressing air conditioning. They have found that classroom temperature, air movement and humidity have a direct bearing on learning and development. They realize that it is just as important that a child be comfortable in hot weather as it is in wintertime.

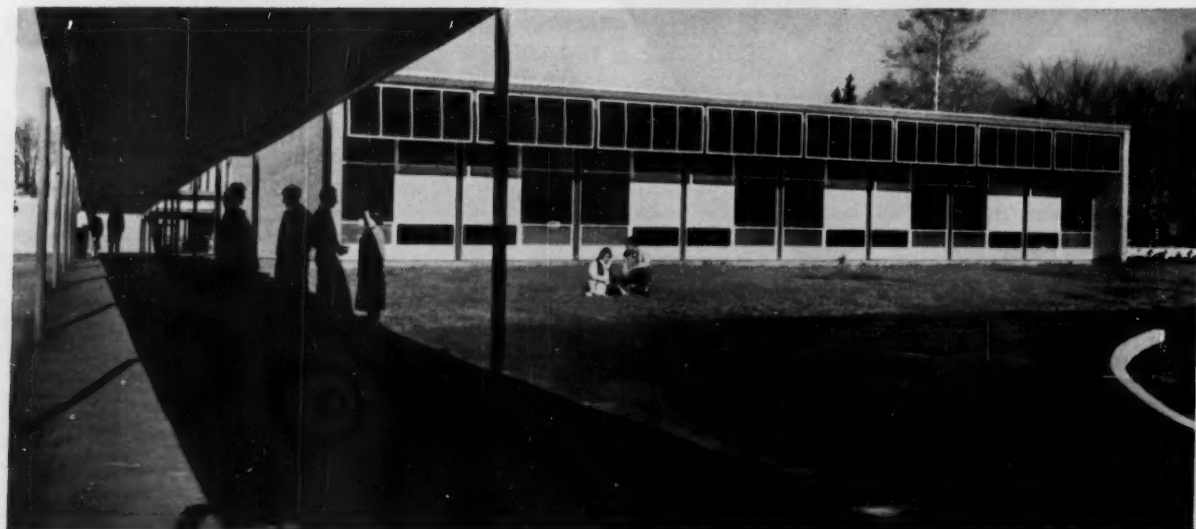
For these reasons, many schools are already air conditioned, or are planning for it in the future. Throughout the country, the need for air conditioning is being reflected again and again in basic school design. The building plan shown on these pages is an outstanding example.

Does the school you are planning include eventual air conditioning? Think it over. Chances are—it should.

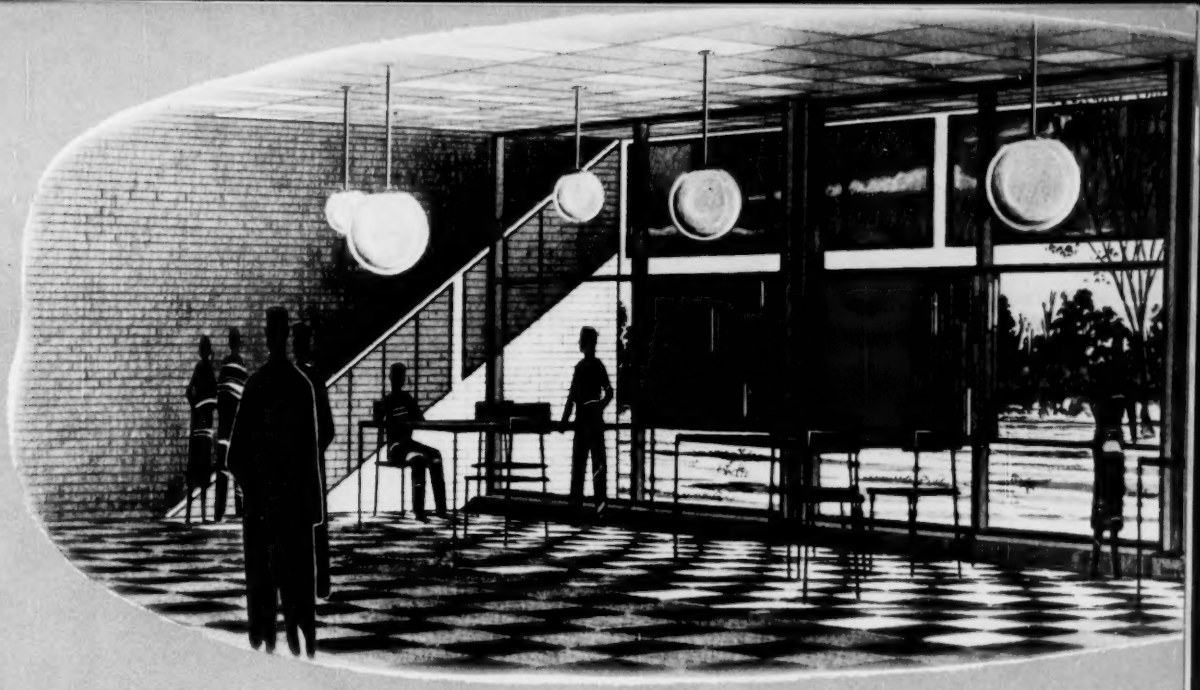


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## The herman nelson file of







## Stanley Sharp designs school window wall completely compatible with air conditioning

In the John Jay High School, Westchester County, New York, architects Ketchum, Giná and Sharp recognized window-wall as a key element in school design. Their approach was based on a conviction that control of solar heat is at least as important as admission of daylight to schoolrooms—and especially so in view of the likelihood of future conversion to air conditioning.

In the cafeteria, shown here, they developed a unique application of low-transmission glass, suspended vertically from the roof overhang—and a pat-

tern of glazed and opaque panels in the window itself. Direct solar gain is greatly reduced in winter, completely eliminated in hot weather. Light distribution and visual comfort are actually improved.

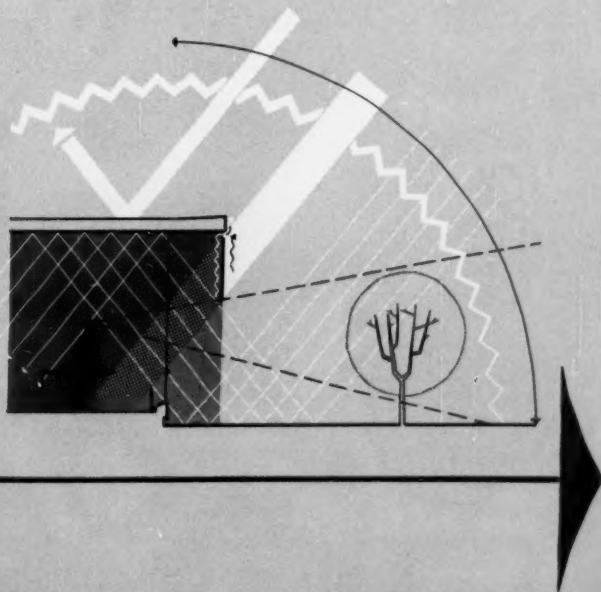
If, at any time, warm-weather cooling is added to the heating and ventilating functions of the mechanical equipment, the building will be far easier to cool than if it had continuous, unprotected windows. Meanwhile, the design is paying off in greater thermal and visual comfort from the start.

## air conditioned school design

Schematic section through south-facing window-wall shows how low-transmission, glass screen blocks sun-heat, an important factor in economical air conditioning. Diffuse reflected light penetrates deep into the room.

The darkening-glass screen also reduces sky glare without obstructing the view. Location of the screen at a distance from the window shadows its middle portion. This allows absorbed heat to escape to the outdoor air on both sides of the glass, and admits reflected "ground light" to the entire ceiling area.

Stanley Sharp, who designed the building, feels that "the architect's obligation is to create a pleasant environment for people to live with and in. Our task is to arrive at a fine balance of many independent factors . . ." This window-wall treatment is an excellent example of his philosophy.



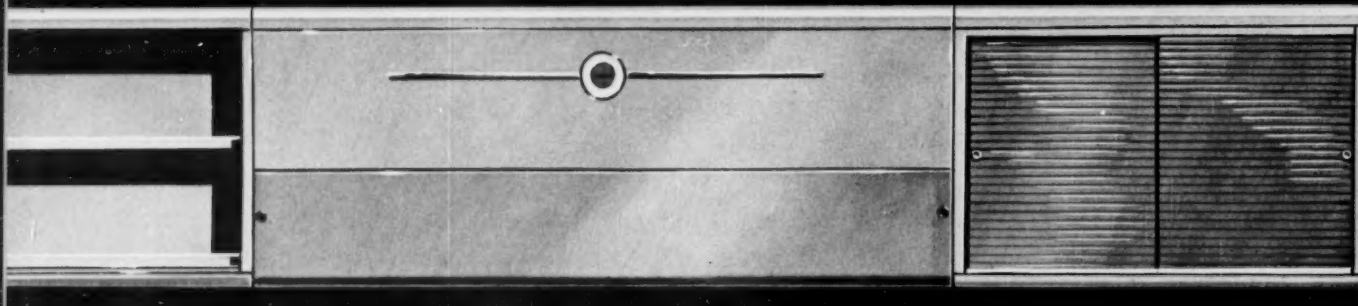
**AAE**

*herman nelson*

# hermel-cool/II

## UNIT VENTILATOR

with optional air conditioning



**already selected by more than 100 schools**

Will the school you are planning *ever* need air conditioning? The answer is definitely—yes. Architects and educators agree on the importance of the proper learning environment. And only air conditioning can assure that your school will have it when the weather outside is warm.

That's why today—less than a year after its introduction—the HerNel-Cool II unit ventilator with optional air conditioning has been selected for use in more than 100 schools, which are either air conditioned now or have planned for it.

HerNel-Cool II is the first unit ventilator to offer optional air conditioning, as well as heating, ventilating and natural cooling (with outside air). Units can be installed so the school enjoys the usual bene-

fits of Herman Nelson unit ventilation, including the famous DRAFTSTOP system—the *only type of draft control that is compatible with air conditioning*. Then at any time—immediately, or whenever the school budget will allow it—the mere addition of a chiller in the boiler room is all that is needed for complete hot weather air conditioning.

This can be accomplished without disruption of classroom activities . . . without expensive alteration and installation charges. The cost is far less than for separate heating and air conditioning systems—both for installation and operation.

Want information? Write today to Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., 215 Central Ave., Louisville 5, Ky.



**AAF**

## herman nelson

UNIT VENTILATOR PRODUCTS

System of Classroom Cooling, Heating and Ventilating

**JUST HOW MUCH DOES PROVISION FOR FUTURE CLASSROOM AIR CONDITIONING COST?** The answer is: probably far less than you think—when you install HerNel-Cool II air conditioning unit ventilators. Actually, it costs only fifteen to twenty cents per square foot more than the cost of basic heating and ventilating equipment in average new construction—or between one and two percent of total building cost. Complete, immediate air conditioning is approximately fifty to fifty-five cents more.

*By using Herman Nelson unit ventilators, schools have held heating and ventilating costs—including provision for future air-conditioning—to a total of less than \$1.35 per square foot. Other schools have heating, ventilating and immediate air conditioning—for a total per square foot cost of less than \$2.00! (And, in many cases traditional design concepts were used.) These are current costs, too! HerNel-Cool II unit ventilators have been available for little more than a year.*

Look at the costs shown below. They are particularly interesting when you realize that they are truly representative—for Herman Nelson equipped schools in all parts of the coun-

School	Total Cost	Total Cost Per Sq. Ft.	Heating & Ventilating Cost Per Sq. Ft.	Per Cent of Total Cost
A	\$ 659,000	\$15.33	\$1.15	7.6
B	416,211	9.05	1.13	12.4
C	435,270	11.21	1.48	13.2
D	131,223	9.00	1.98	22.0
E	260,164	13.56	1.47	10.9
F	1,013,960	11.27	1.25	11.1
G	577,193	8.39	1.07	12.9
H	310,178	9.84	1.05	10.7
I	344,291	10.43	1.11	10.7
J	118,147	12.38	2.09	16.6
Average	\$ 426,564	\$11.05	\$1.38	12.8

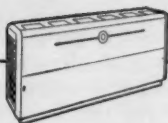
School	Total Cost	Total Cost Per Sq. Ft.	Heating & Ventilating Cost Per Sq. Ft.	Per Cent of Total Cost
K	\$ 466,000	\$15.49	\$1.32	8.5
L	423,511	9.21	1.29	14.0
M	356,800	10.04	1.55	15.4
N	2,813,000	15.44	1.78	11.5
O	2,745,381	16.54	1.76	10.7
P	1,311,000	10.40	1.55	14.9
Q	500,000	15.63	1.72	11.0
Average	\$1,259,385	\$13.25	\$1.57	12.3
Avg. add. cost provisions for future air conditioning... 0.19				

School	Total Cost	Total Cost Per Sq. Ft.	Heating & Ventilating & Air Conditioning Cost Per Sq. Ft.	Per Cent of Total Cost
R	\$690,000	\$16.04	\$1.88	11.7
S	371,100	10.44	1.95	18.7
T	406,463	14.38	2.41	16.8
U	360,700	13.11	2.22	16.9
Average	\$457,066	\$13.49	\$2.12	16.0
Average added cost for complete air conditioning..... 0.73				

try. Locations range from California to New York, from Wisconsin to Georgia.

Complete cost studies—for schools employing immediate air conditioning as well as for those which are planning for its installation later—are available upon request.

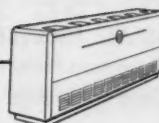
Get all the facts now. Classroom air conditioning—immediate or eventual—is being included in more and more school planning. You'll want to consider it in yours. Write today to Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., 215 Central Avenue, Louisville 8, Kentucky.



Hot water or steam unit ventilators



Amervent unit ventilators



Electric unit ventilators



UniVent gas-fired unit ventilators



## A.S.C.D.

(Continued From Page 94)

Speaker for the annual association luncheon will be Howard Y. McClusky, professor of educational psychology and consultant in community adult education at the University of Michigan. His topic, too, relates directly to the theme of the conference, for he will discuss "The Constructive Use of Change in a Changing World."

The opening session will be addressed by an undersecretary for the United Nations, Benjamin A. Cohen, who will talk on "Values Bridge the Gaps Between Cultures." The second general session

speaker will be Arthur W. Combs, professor of education at the University of Florida, who develops the thesis, "Seeing Is Behaving."

In balloting recently completed, William M. Alexander, professor of education at the University of Miami, Coral Gables, Fla., was named president-elect, and Lavone A. Hanna, professor of education at San Francisco State College, was selected for a three-year term on the executive committee.

Members-at-large on the board of directors elected for four-year terms are: William H. Bristow, New York public schools; Margaret Chenoweth, Janesville,

Wis.; Agnes Ann Doreen, Midland, Tex.; Galen Saylor, University of Nebraska, and Helen H. Sornson, Ball State Teachers College, Muncie, Ind.

Following the conference at Seattle, Jane Franseth, director of rural education for the U.S. Office of Education, will take office as president and Mr. Koopman will become vice president for one year.

## Paper Company's Tax Balk May Force School to Close

EVADALE, TEX.—Classrooms here may be closed in April because of the refusal of the East Texas Pulp and Paper Company (owned by Time, Inc.) to pay its school taxes for 1957, according to reports to the press by Supt. E. C. Nash. He states the paper company owns 94 per cent of the district's taxable property.

The district, with \$7000 in paid local taxes and \$19,000 in state aid, has run out of money but can stay open till April by borrowing, he said.

Mr. Nash charges that the paper firm refuses to pay since "it doesn't want a high school here because it would bring more people into the community." R. M. Buckley, company president, said the company has refused "to pay unjustified and oppressive school tax assessments to support a substandard quality of high school education."

## School Funds Allegedly Embezzled by Superintendent

COLLINGDALE, PA.—Faber E. Stengle, 67, for 24 years superintendent of schools here, has been charged with forgery, cheating by false pretense, and fraudulent conversion.

Over a period of some 20 years, the sum embezzled from school funds amounts to about \$200,000, it was estimated by the chief of Delaware County detectives.

Mr. Stengle had allegedly visited the apartment of a West Philadelphia woman two or three times a week in the evenings, and she is being sought for questioning.

Mr. Stengle has been removed from office by the school board and the district's bank accounts have been frozen pending an audit. His salary was \$9400 a year.

## Reading Habits Conference Dedicates U. of M. Library

ANN ARBOR, MICH.—A two-day conference on undergraduate reading habits, February 20 and 21, marked the dedication of the new University of Michigan undergraduate library.

Chief question studied at the conference was "How literate will tomorrow's graduates be?" Emphasis was upon methods of establishing reading habits that will carry over into the student's everyday life after graduation.

## SLATE CHALKBOARDS

... still first choice for easiest  
reading ... writing ... cleaning



Chelsea Heights Elementary School, St. Paul, Minn. Haarstick, Lundgren & Assoc. Archts., St. Paul, Minn.

There is still no substitute for the superior contrast of white chalk on a natural slate board. This, plus its clean, clear writing and erasing qualities, makes slate the natural choice for easiest teacher-student communication. Nor have the simple maintenance ... timeless good looks of slate ever been duplicated. No wonder both teachers and architects alike specify natural slate chalkboards for the best in visual class-room service!

### Write For Your Free Copy Of:

- "Slate Chalkboards in Modern Schools" (Little-known facts about chalkboard visibility, geographical listing of slate chalkboard installations, cost comparisons and maintenance tips)
- "Things That Matter Most about Chalkboards" (6 basic considerations for chalkboard selection)
- "Tips On Easy Chalkboard Care" (9 time-saving steps for trouble-free chalkboard care)
- "Specifications Pamphlet" (Modernized specifications, details, cost, color, weight facts and step-wise installation instructions)
- "A Chalkboard Manual" (12 page booklet of helpful information on selection, specifications, installation, uses and maintenance of chalkboards)

PENNSYLVANIA SLATE PRODUCERS GUILD, INC.

205 Realty Building Pen Argyl, Pennsylvania

500 million years in the making . . . . . NATURAL SLATE





Make your classroom roomier with

# 3-WAY SINGER SEWING DESKS



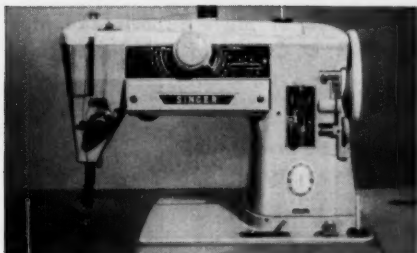
It's a sewing desk...



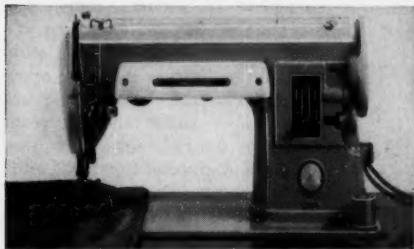
It's a cutting table...



It's a study desk!



**New Slant-O-Matic 401**, only combination Slant Needle and automatic zigzag machine! Finest straight stitching, and fancy stitching just by "tuning" a knob.



**Slant-Needle 301**, a truly practical machine! Slant needle affords superior sewing visibility. Many other new features such as fully enclosed direct gear motor.

**You'll accommodate** more students in less space—comfortably, efficiently—with the new SINGER Sewing Desks. Because with a SINGER 3-way desk you eliminate the need for additional cutting tables and study desks.

*For sewing...* the built-in SINGER\* Sewing Machine is placed so you have a full 18 $\frac{1}{8}$ " to the left of the needle. *For cutting...* machine lowers out of sight, and drop leaf opens to give you a generous 43" by 37 $\frac{3}{8}$ " surface. *For studying...* drop leaf folds back and you have a perfectly smooth 43" by 18 $\frac{3}{4}$ " study desk.

And you can have your choice of Slant-Needle or Slant-O-Matic SINGER Sewing Machine heads.

#### For free folder on sewing desks...

and for information about SINGER Sewing Desks at a substantial school discount—as well as the special discount on a new SINGER machine for yourself, write: SINGER Sewing Machine Co., Educational Department, 149 Broadway, New York 6, N. Y.

## SINGER SEWING CENTERS



Listed in your phone book under SINGER SEWING MACHINE CO.

\*A Trademark of THE SINGER MANUFACTURING CO.

## Mayor Commissions Panel to Deal With Recently Revealed Violence in New York Schools

NEW YORK.—Mayor Robert Wagner has commissioned a panel to draft a program for dealing with violence in the local public schools. Members of the group are: William Jansen, New York City superintendent; Francis W. H. Adams, former police commissioner and now member of the board of education; John J. Theobald, deputy mayor and successor to Dr. Jansen in September; William R. Peery, executive secretary to the mayor, and Harold F. Hay, secretary to the board of education.

The board of education has requested the establishment of six more "600" schools for problem children. The board also recently adopted a statement accusing Judge Samuel Leibowitz, who is hearing grand jury investigations of the school crime situation, of "grossly" misrepresenting its operations and of "gross abuse" and personal attacks on its members.

The board further charged that Principal George Goldfarb, a suicide victim, had been threatened by the grand jury with indictment on unspecified charges.

Judge Leibowitz had said to the jury early in December that when school children are permitted to remain "in a hotbed of crime, violence and depravity" officials are guilty of a misdemeanor under the penal code.

Mr. Goldfarb, 55, principal of Brooklyn's stormy John Marshall Junior High School, leaped to his death from the roof of his apartment building on January 28, the day he was to testify before the grand jury, according to newspaper reports. He had been called twice in January to report on alleged violence at the school. Following the alleged assault of a 13 year old John Marshall girl by a Negro youth, the jury had again recommended that a policeman be stationed in the troublesome schools.

The school board has vigorously refused the foregoing suggestion as "unthinkable." Such action "would violate every principle of proper public education and would be educationally harmful to the vast majority of the children in our public schools," Dr. Jansen told the press.

Judge Leibowitz had urged that District Attorney Edward S. Silver "make sure our kids can go to school without being terrorized by these bandits."

Deputy Police Commissioner Walter Arm said that police had been assigned to 41 Manhattan, Queens and Brooklyn schools at the request of principals or higher officials. Police assigned to four of the schools failed to show up. Mayor Wagner told a news conference that Dr. Theobald is engaged in getting statistics on the incidence of crime in the public schools.

## Locker Lock Problems?

Lockers protected with Dudley Combination Master-Keyed Locks are really safe.



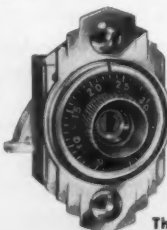
### Teachers Agree . . .

Dudley Locks on school lockers are about the simplest locker control that ever happened. Either Master Key or Master Chart Control prevents long delays due to inability to open lockers when combinations are lost or forgotten. Any authorized person can open any locker in a few moments' time. Yet the pupils' belongings are always safe from pilfering.

Ask your Dudley representative. He's there to help you—without obligation, of course.



**P-570 Master-Keyed Combination Padlock**  
Finest of all master-keyed padlocks. Cast aluminum case, extra heavy steel shackle. Self-locking. Rotating dial.



**S-540 Master-Keyed Built-in Lock**  
Fits all locker piercings. Quick combination change with special reset key.

**The DUDLEY Master Key**  
Can't be duplicated on ordinary key making machines.



# DUDLEY

## LOCK CORPORATION

Dept. 310, Crystal Lake, Illinois

## Dean of State Superintendents, M. D. Collins of Georgia, Resigns

ATLANTA, GA.—

M. D. Collins retired as Georgia's state superintendent of schools on January 13. He had served since 1933, and at the time he became superintendent emeritus was the dean of all chief state school officers in length of service.

Dr. Collins began teaching in 1903 at the age of 18, and was ordained a Baptist minister in 1909. He was reputed to be personally acquainted with more people in Georgia than any other citizen. His career included four years as a newspaper editor and 11 years as a county superintendent. He was Georgia's N.E.A. director from 1934 until the centennial convention in 1957. Dr. Collins served on the N.E.A. Legislative Commission from 1919 to 1924.

Succeeding Dr. Collins as state superintendent is Claude L. Purcell, formerly assistant superintendent of schools. He is currently N.E.A. director for Georgia.



M. D. Collins



## To put **POWER** into your cooking instruction...

More than 3,500 ELECTRIC Ranges are being installed in homes every day—many of them right in your school district. Your home economics students who live in these homes are the homemakers of tomorrow. In their school home economics departments they should have access to the same modern cooking equipment they have at home, and will have in their own homes.

Electric light and power companies are co-operating in an industry-wide program to put modern electric cooking teaching aids into the nation's schools. They are distributing, through their Home Economics people, Electric Range Teaching Kits, prepared by the Electric Range Section of the National Electrical Manufacturers Association.

### THE KEY IS—YOU!

The ELECTRIC Range is rapidly replacing other types. Builders are installing ELECTRIC Ranges in new homes because

these ranges offer what people want—cooking equipment that is automatic, cool, clean and economical. Homeowners are replacing their old cooking stoves with ELECTRIC Ranges for the same reasons.

This means that modern school home economics programs must include instruction on electric cooking equipment, and must have modern ELECTRIC Ranges in their home economics department. See your local electric light and power company or electric appliance dealer to learn how easy it is to have ELECTRIC Ranges installed in your school.

### SEND FOR FREE BOOKLET!

To further help you in planning your school's home economics department, or remodeling your present one, send for **PLANNING THE MODERN HOME ECONOMICS DEPARTMENT**. Actual floor plans show what other schools are doing. Just write to address below.



### ELECTRIC RANGE SECTION

National Electrical Manufacturers Association, 155 East 44th Street, New York 17, N. Y.

ADMIRAL • AMERICAN KITCHENS • FRIGIDAIRE • GENERAL ELECTRIC • HOTPOINT • KELVINATOR • MONARCH • NORGE • PHILCO  
RCA WHIRLPOOL • TAPPAN • WESTINGHOUSE

# *Two top companies unite to bring educators*

## The Best in Closed-Circuit TV

**See for yourself!** *Don't settle for any closed-circuit television until you've seen how completely the GPL/NTS Team answers all your school needs!*

**You'll see** GPL equipment — finest in the field! Closed-circuit television that has *had* to be the best to achieve its pre-eminent position in military, broadcast, and industrial TV!

**You'll get** the quality that made GPL equipment the inevitable choice for front-page "firsts" in closed-circuit programs — the Salute to Eisenhower Dinners, which linked 52 cities — the Heart Video-Clinic, viewed by 35,000 medical specialists — the General Motors Motorama, celebrating its 50 millionth car — the nationwide theatre broadcasts of heavyweight championship fights.

**GPL leadership** in designing TV for direct instruction, teacher training, magnification, and other special needs has made it the first choice for pioneering educational TV installations at over 30 schools and universities.\* 90% of the nation's educational TV stations using video recorders are also GPL-equipped.

**GPL equipment** is simple to operate, versatile, surprisingly inexpensive. There's a full line of closed-circuit equipment to fit the needs of a single school or an entire school system.

**National Theatre Supply Company**, a prominent supplier of projection and auditorium equipment for schools, has teamed up with GPL to assume complete responsibility for all your School TV needs.

\*Details on request.



Branches in principal cities

Both are member companies of the highly respected GPE Group.

**Call** on the Educational Television Division of NTS for free demonstration in your school of how this GPL/NTS set-up answers all your needs. A national network of company offices — the largest nationwide sales and service organization offering TV equipment for schools — brings an NTS representative as close as your telephone!

**Technically trained** and with over 30 years of experience in field service, your NTS representative is qualified to help you at every step in choosing, installing, and maintaining your closed-circuit TV.

**He will** sit down with you, your school committee, or your architect, to discuss the preliminary requirements of a TV installation. He will give you practical advice on the selection of the right equipment. He will take full responsibility for delivery and installation, financing if required. He will follow through by instructing teachers and students in its everyday use.

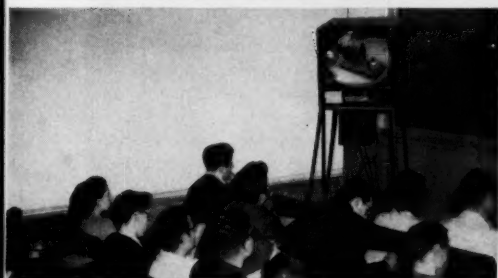
**Maintenance** is no problem with NTS! Parts and service are promptly available anywhere in the United States. Your NTS representative is steeped in the tradition of "the show must go on," so he stands ready to help in any emergency — anywhere — at any hour of the day or night.

*The GPL/NTS Team.....*

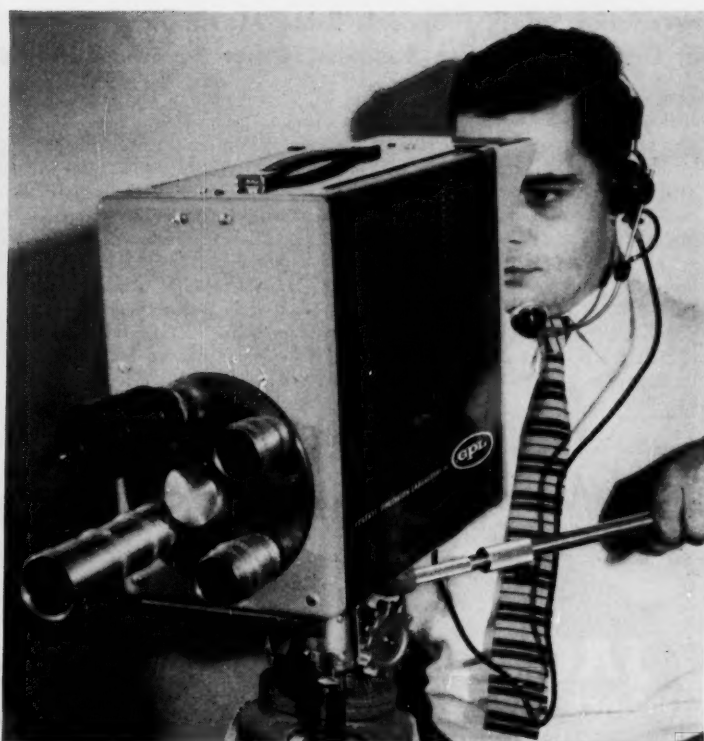




**1. FIRST MEETING** with NTS representative is discussion of school's problems. He shows GPL equipment, describes operation.



**2. GPL CLASSROOM CAMERA** gives all students front-row seats at science, laboratory and other demonstrations.



**3. GPL VIEW-FINDER** camera, for studio or classroom use. Makes it easy to follow every move made by the instructor. Light and compact, it draws little current. Plugs into ordinary electrical outlet.



**4. BRIGHT, WALL-SIZE TV PROJECTOR** lets 1,000 people watch broadcasts picked up "off the air," or closed-circuit programs, in school auditoriums or in large multi-purpose rooms.

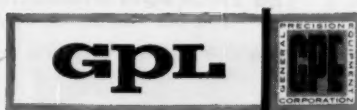


**5. SINGLE-UNIT CAMERA** (GPL "500") has built-in controls. You can add accessories to expand system as your school's needs increase.



**6. INSTRUCTING** students to operate GPL equipment, NTS man explains how to use view-finder camera. Depend on him for service any time, anywhere.

For free demonstration or more information, write or phone collect to Mr. H. Barnett, Director, Educational Television Products Division, National Theatre Supply Company, 92 Gold Street, New York 38, N. Y.; BEekman 3-4170.



.....a single source for all your TV needs.

See us at A.A.S.A. meetings in San Francisco and Cleveland.

## Winnetka Salary Proposals Bring Maximums in Competition With Business, Other Favored Suburbs

WINNETKA, ILL.—On April 12 citizens of this wealthy Chicago suburb will vote on a referendum to increase its education fund to the state limit, or a tax rate of \$1.40. The entire amount to be sought by the increased levy will be devoted to teacher salary increases.

The immediate maximum teacher salary under a proposed new schedule will be \$9300. A second phase of the proposed schedule will lead to a maximum of \$12,000 by September 1968, or 10 years hence.

Emphasis is on maximum and not minimum salaries and on increasing the number of increments—to a total of 24, in fact. At present, a local teacher can reach the maximum by the age of 36. This means, the committee points out, that at the prime of life the teacher has stopped improving his living standard.

A 14 member citizens advisory committee on teacher salaries issued its final report late in January. Without cost to the school district, the committee is distributing the 73 page report of its find-

ings to every home in this North Shore village.

The report calls for not only a thoroughgoing revision of the Winnetka salary structure but also supplemental retirement, group insurance, and comprehensive medical expense insurance plans for the teachers, largely financed by taxes.

A vice president of Sears, Roebuck & Co., James C. Worthy, was chairman of the study committee. In presenting the report, he said:

"Winnetka already has one of the highest costs per pupil in the United States. Further, it has one of the highest ratios of professional staff to total number of pupils. We believe that our proposed salary schedule will contribute an uplifting influence to the dignity and prestige of teaching not only here but in the United States."

Behind the committee's comprehensive proposals lie 14 general considerations. An adequate salary schedule, the committee believes, will help:

1. Meet reasonable competition for good beginning teachers, without attempting to offer the highest starting salary.
2. Assure a dignified living standard for maturing personnel.
3. Assure relief from hardship for heads of households.
4. Contribute an uplifting influence to the dignity and prestige of teaching in the United States.
5. Attract and hold in Winnetka teachers and principals of the highest quality to be recruited from all sources in the United States.
6. Stimulate increased professional study through the master's degree.
7. Encourage study, research and travel beyond the master's degree.
8. Provide adequate and dignified salaries for those teachers who make teaching is only part of their careers (future homemakers, wives, mothers).
9. Provide markedly distinguished salaries for those teachers who make substantial contributions to education in Winnetka and the United States.
10. Provide a long period for salary improvement before reaching maximums, with automatic advancement to each successive higher step as long as the teacher's work is satisfactory.
11. Provide annual increments of sufficient size to be "felt."
12. Provide an opportunity for teachers to achieve professional distinction and corresponding salary recognition without leaving the classroom for administrative or supervisory office.
13. Recognize the exceptional real estate costs in this area. (Most Winnetka teachers can't afford a home here.)
14. Serve the long-term needs of the village, board of education, and the faculty, and not merely be a stopgap.

(Continued on Page 106)

# Announcing..



- ★ Automatic Operation
- ★ 1400 Dishes Per Hour
- ★ Stainless Steel Construction



### Large Capacity

The new model 50 APR-B Dishwasher has a capacity of 1800 dishes per hour — average actual output is 1400 per hour. Big production, but perfect washing action because of rotating spray jets.

### Power Rinse

Model 50 APR-B has new power rinse — a separate pump on the rinse reservoir which assures high pressure rinsing, regardless of line water pressure.

### New Built-in Booster

Jackson's new self-contained booster heater is an integral part of the machine, eliminating the need for any external booster. Normal water temperature of 140° F. is raised to 180° F. at maximum operating speed. Stainless steel tank will last for the life of the dishwashing machine.

### Low Cost

Built-in booster greatly reduces initial investment and installation cost—no external booster required.

Phone your dealer  
or mail coupon TODAY  
for further information.



### The JACKSON Products Company

3712 East 93rd St., Cleveland 5, Ohio

Please send prices and information on new "50 Series" Dishwashers.

Name

Address

City  Zone  State



"CLARIN will stand more abuse and give better service ... than any other chair we have ever used."



W. C. CUNNINGHAM  
Superintendent of Schools  
Galena Park, Texas

"In the schools where I have worked for the past 25 years, we have used Clarin Folding Chairs—in some schools, almost exclusively. For the past five years, we have not bought any other type which means we have bought about 5,000 Clarin chairs. We find that the Clarin will stand more abuse and give better service over a period of years than any

other chair we have ever used."

Quality, sturdy construction and long life are reflected in Clarin's exclusive 10-year guarantee stamped in steel on each chair. There is a Clarin chair for every seating purpose: general, cafeteria, music, tablet arm. Contact your Clarin supplier—or write direct, today.



#### Send for free Booklet

Clarin chairs are helping schools across the country hold seating costs down. Send for free 6-page, color brochure showing how. Write for "How to Provide Lower Cost School Seating."

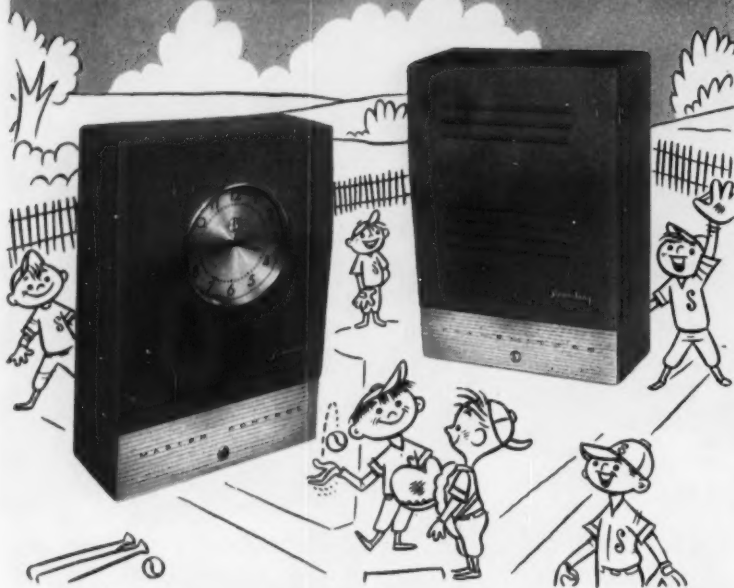
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**a TEAM that can't be beat!**



## Stromberg's new Electronic Time System performs beyond compare...

*Here are some  
(just a few)  
of the many  
PLUS features  
not offered  
by others*

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### Winnetka Plan

(Continued From Page 104)

The citizens committee on teacher salaries made many tangential comments. It looked into merit rating but abandoned the idea. It discussed popular fallacies about teacher compensation and, in its report, punctures them one by one. It ties in administration and supervisory salaries with the basic schedule—supervisory posts, teacher maximums plus \$500; elementary school principals, teacher maximums plus \$1000; junior high school principals, teacher maximums plus \$1500.

The committee listened to teacher gripes and agreed that the school day should not be prolonged by excessive committee obligations. Let the teachers put in two weeks of concentrated committee work in June after the children leave, it suggested.

The Winnetka board of education studied the citizens committee recommendations for six weeks. It endorsed them "with enthusiasm," after making certain minor adjustments. Says the board president, Howard E. Buhse: "We hope the plan will make it possible to attract and hold top quality teachers in Winnetka and so assure the continuance of our school system as one of the finest in the country."

In making its report, the committee expressed appreciation for the "great contributions" to its work by Sidney P. Marland, Winnetka superintendent.

### U.S. Education Needs

#### New Target, Dr. Ivey Says

ATHENS, GA.—Development of intellectual power should be the real target of our educational program, said John E. Ivey Jr., executive vice president of New York University, at the Teacher Education Conference held in January at the University of Georgia.

"It is absurd to prescribe more concentration on science and more scholarships as the remedy for even a fraction of the weaknesses of American education," Dr. Ivey asserted. "It is easy to forget that this country has never been a world leader in basic research and theory in the sciences. Our accomplishments in the field of nuclear energy depended largely on the genius of refugee scientists from Europe. These men came out of cultures where the highest value was placed on intellectual excellence."

An educational system oriented to the creation of intellectual power would find a high percentage of our present curriculum content and teaching irrelevant or out of date, Dr. Ivey declared. It would, rather, emphasize the ability to think, to learn, to evaluate evidence, to be mentally and culturally creative, to communicate, and to use competently mathematical symbols and tools to aid in these processes. This concept, Dr. Ivey added, has either been lost or rejected.



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stand on front or  
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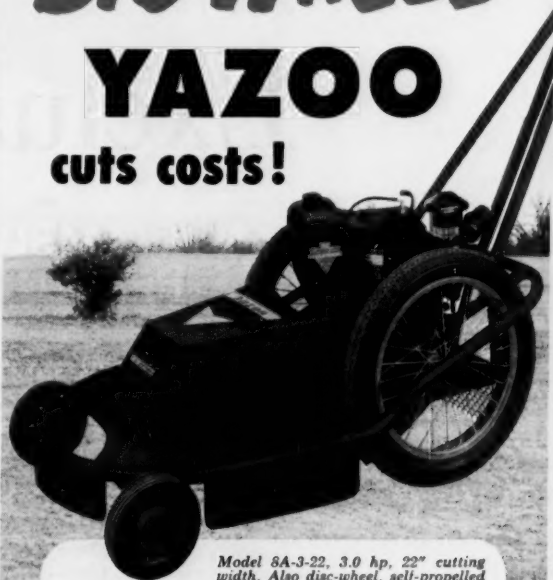
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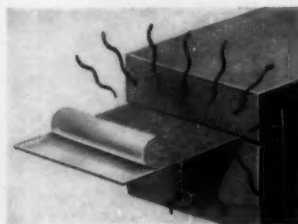
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#### New Pasadena Head

(Continued From Page 94)

year contract at a beginning salary of \$22,000. He succeeds, as superintendent, Dr. Stuart McComb, who resigned last June.

Acknowledging that Pasadena has been embroiled with educational controversies over the past several years, Dr. Jenkins views "restoration of harmony" in the school systems and in the community as his major problem.

Pasadena long has been a symbol of educational controversy. In 1950 the board released Willard E. Goslin from his contract as superintendent. Shortly thereafter Dr. Goslin received the American Education Award from the Associated Exhibitors of the N.E.A. for his outstanding service to education.

After a period of nearly two and one-half years during which an assistant superintendent, Frank Walkup, served as school head in Pasadena, the board hired Dr. McComb, who at the time was president of Compton College. Dr. McComb's resignation last June was admittedly under pressure from the then conservative school board. The board charged that teachers were being permitted to electioneer on behalf of liberal board candidates. Dr. McComb accepted payment of \$26,416 in lieu of completing his \$59,500 contract, with more than three years to run.

Failing an attempt to convince the county grand jury that teachers violated the law in campaigning for school board candidates, the conservative groups took the case to the civil courts. A superior court judge has recently ordered the case, brought by a taxpayer who charged teacher politicking endangered allocation of state's funds to the Pasadena district, placed on the docket for trial.

The suit was brought against the school district under legal counsel of Attorney S. V. O. Pritchard, who said:

"We will show that there was plenty of political activity on the part of teachers, individually and in groups, in flagrant violation of the state education code."

A controversy—secrecy vs. nonsecrecy—raged within the new board for months prior to Dr. Jenkins' appointment. For several weeks no progress was made toward screening more than 17 candidates because one board member insisted the public should know who was being considered and threatened to tell.

However, secrecy, and the protection of "the board's word" not to endanger the present position of candidates, won out. On January 22, the board, after several members flew East to interview him, named Dr. Jenkins.

**Earthcentric?** More than one-third of a national cross section of teen-agers queried by the Purdue Opinion Panel believe the earth to be the center of the universe.



## **MACHINE ACCOUNTING FOR PUBLIC SCHOOLS**

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**DON'T MISS THE NATION'S SCHOOLS FOR MAY**

## Educators Were Aware of Education Race Long Before Sputnik's Challenge

MIAMI, FLA.—"The American educational system does not need a drastic overhauling in the wake of sputnik's flight," declared President John A. Hannah of Michigan State University, at the 44th annual meeting of the American Association of Colleges recently.

He denied that major educational changes should be made just because "the Soviet Communists have proved themselves more ingenious—or more industrious—in this one particular field of activity."

Dr. Hannah pointed out that leaders in education have been warning the American people for years that we were in a race with Russia but "aside from educators and the Russians themselves, few people believed it."

"Higher education," he added, "bears only an indirect responsibility, if any, for the predicament in which we find ourselves. This situation developed out of military, political and economic factors over which higher education has little or no direct influence."

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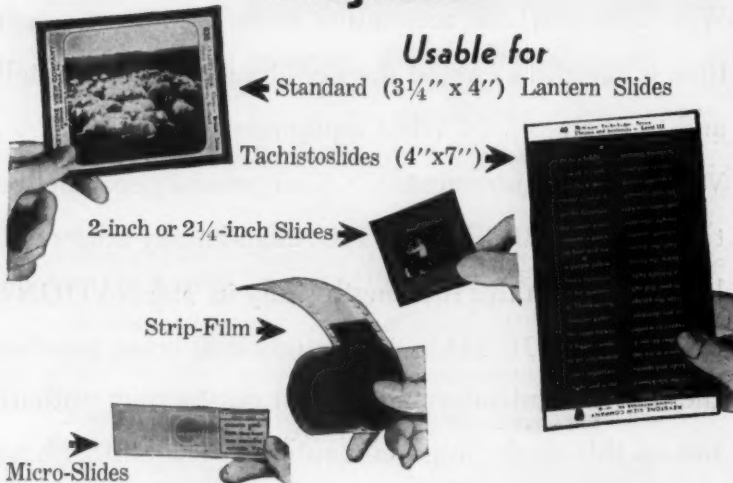
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"Domestic problems," he said, "are all in some way related to what goes on abroad. Rarely, if ever, do we find a decision on domestic matters made by our government which is not tied directly and objectively to our foreign policy."

"Most important of all," he said, "the masters of the Soviet empire chose to attack us at what should be our strongest point when they undertook to challenge us in the field of education. We can take small comfort in what our educational system has accomplished in the past. We must take into full account the probability that Soviet Russia has detected what it must consider to be a vital flaw in our educational system. The men in the Kremlin are too smart to attack us where we are strongest, or challenge us to a race unless they think they can win."

"The tragedy of this situation," he continued, "is that we are suddenly put in the world's most brilliant spotlight with all our faults and flaws pitilessly revealed." He cited our problems of slow-dying isolationism, segregation, labor-management and social welfare relationships, which have been world news recently.

President Hannah outlined four suggestions for the future education:

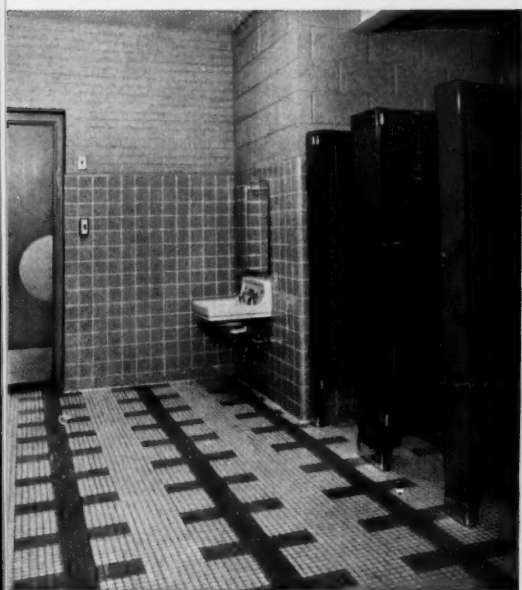
- (1) Scrutinize the content and organization of the educational structure to eliminate nonessentials.
- (2) Increase the time devoted to the study of other cultures and other languages for better world understanding.
- (3) Expand the adult program.
- (4) Improve working understandings with secondary schools.

He added that he realized the delicate nature of the relationships between colleges and secondary schools but that colleges must maintain their high standards and high schools must cooperate by preparing their students to meet these standards.

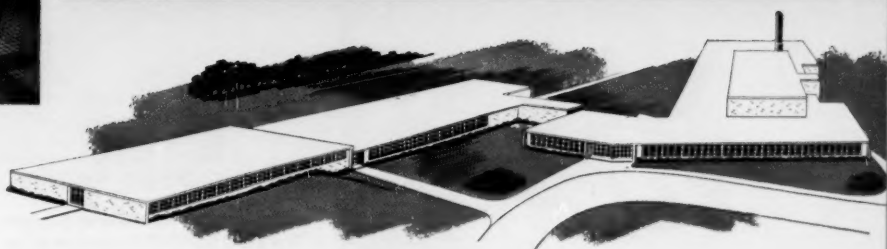
At all costs, he asserted, education must avoid central governmental control and getting lost in facts and figures at the expense of the social sciences, the humanities, and the fine arts. "Universities," he said, "must not barter away their birthright for the temporary advantage of lucrative research contracts."

He concluded that we dare not sleep when we get our own bigger satellite into orbit. The struggle for survival in which we are engaged will go on until people decide between our philosophy and the Communists', he said.

**Per Pupil.** Average current expenditures per pupil in public school systems in 1955-56 were \$322 in cities of 100,000 population or more; \$275 in cities of 25,000 to 100,000; \$251 in cities of 10,000 to 25,000, and \$263 in cities of 2500 to 10,000, according to recent reports of the U.S. Office of Education.



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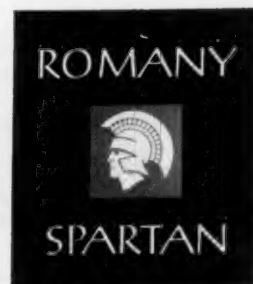
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**Stone Age Math.** Our present mathematics courses contain almost precisely the same content that the ancient Babylonians and Greeks studied. Present high school mathematics makes no allowance for the new concepts that have been developed since the turn of the century, said Howard F. Fehr, president of the National Council of Mathematics Teachers, recently.

**Reds Rate Education Highest.** After a recent unescorted tour of the Soviet Union, Alvin C. Eurich, vice president of the Fund for Advancement of Education, reported that during the next five years

the U.S.S.R. will produce two-and-a-half times the number of scientists that the United States will graduate in the same period. Dr. Eurich concludes that the Russians believe nothing is more important to their future than education.

**Halt "Teacher-Stealing."** A drastic overhauling of the entire teacher salary structure was advocated by Finis E. Engleman, executive secretary of the A.A.S.A., at a nationwide teacher salary conference. He suggested reciprocal agreements between the states to halt the interstate salary differences which result in the "stealing of teachers."

**Minds and Mechanical Brains.** Prof. Carl O. Hovland of Yale University will investigate the relationships between the human mind and "thinking machines." Through his detailed study he hopes to gain new insight into the operation of the mind by translating aspects of the learning process into the systematic structure of computers.

**Scientists Not Eggheads to Brainy Students.** A survey by Science Manpower Project of Teachers College, Columbia University, polled a cross-section of New Jersey high school students to learn what is blocking selection of scientific careers. Less than 10 per cent agreed with the stereotype of the scientist as an "egghead." Only 14 per cent of the polled students believed that it is undemocratic to favor exceptional scientific talent.

**Greater Certification.** The number of states requiring certification of school guidance workers has increased 40 per cent in two years. In 1955, 27 states had certification; in 1957 the number had risen to 41.

**Study Educational Administration.** An appraisal of the field of educational administration from 1940 to 1960 is being planned at the University of Pennsylvania and will be centered there. The cooperative research project has been approved by the University Council for Educational Administration.

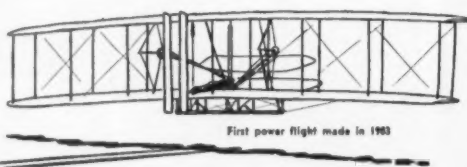
**No Minnesota Mousenik.** A temporary court order has restrained the youthful Rocket Society of Austin, Minn., from using live mice in its rocket experiments. The humane society, which requested the order, charged the teen-agers with causing "unnecessary cruelty and death to at least two mice."

**Princeton Study Calls for "Seed Corn" Development.** "High Talent Manpower for Science and Industry," a study released by Princeton University, calls for the development of America's "seed corn" assets—human talents. The study also urged the government and industry to stop hoarding unused the science talent it does not need.

**Math No. 1 Subject in N.Y. Schools.** A total of 200,394 students took Regents' examinations in mathematics—41,000 more than the runner-up subject, science. Though New York students are required to take mathematics only through the eighth year, most students elect ninth-year elementary algebra.

**Harvard Opens First Dorm for Women.** Next fall, Harvard will open its first women's residence hall. This building will house 80 of Harvard's 285 women students majoring in the graduate schools of design, divinity, education, law, medicine, public administration, and public health.

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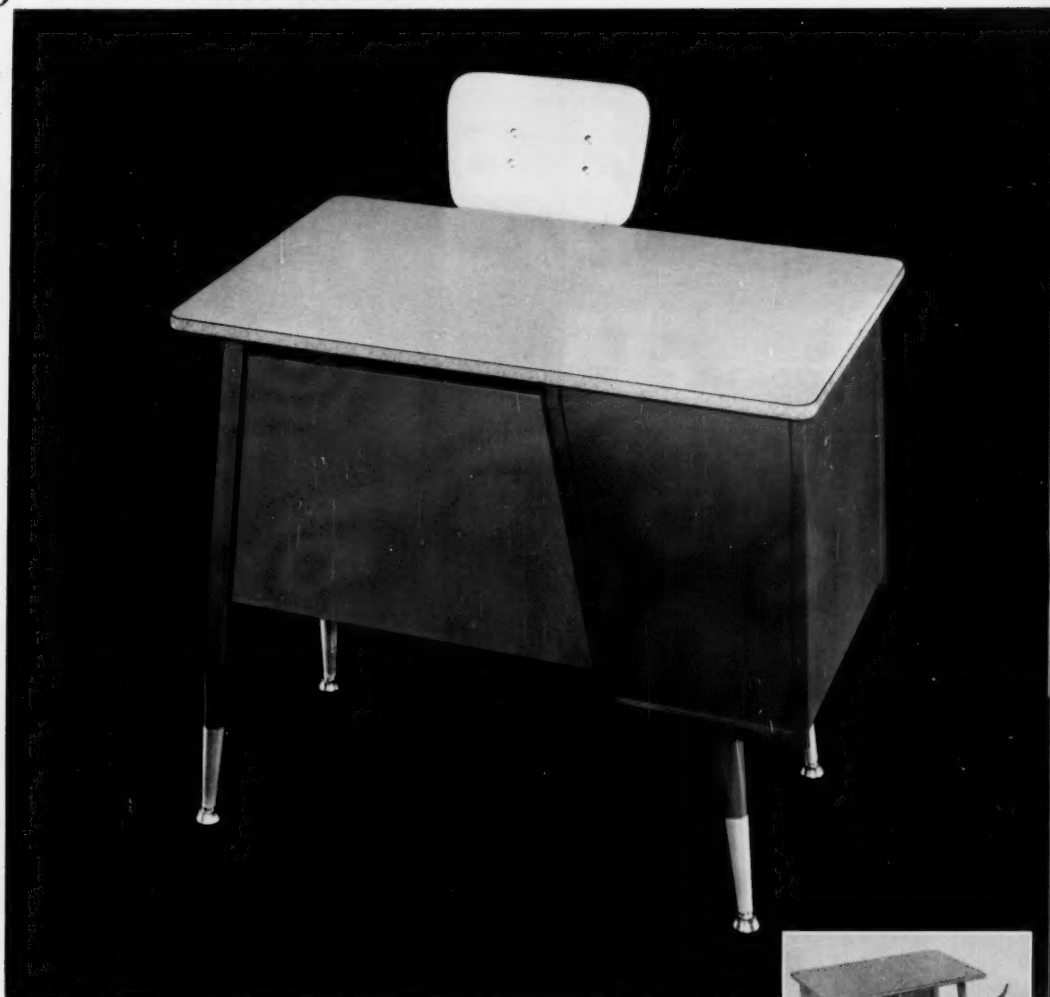
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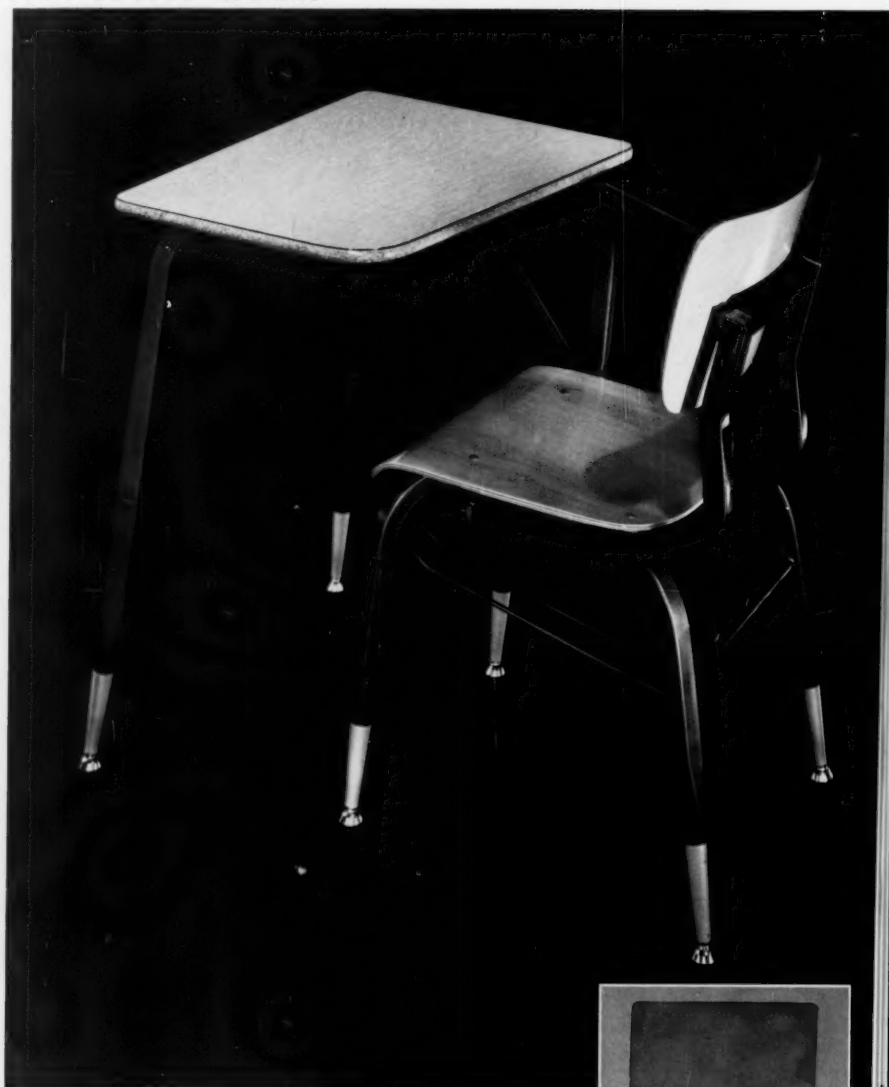
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## Russian Education Not Static, Educator Warns Workshop

PARMA, OHIO.—A Russian looking at American education would conclude that it is "pretty soft," public school teachers attending a science education workshop here were told by Alvin C. Eurich, vice president of the Fund for the Advancement of Education.

Said Dr. Eurich, who recently returned from Russia, Soviet schools are in session six days a week, 10 months a year. For the 9th and 10th grades, youngsters are in class about seven hours a day. They are expected to spend another four hours or so on homework.

Dr. Eurich was doubtful that the increase in education for Russians will result in any immediate demands for greater freedom on their part. He warns: "If Russia were as definitely inflexible as many of us in the United States believe, there would definitely be that danger. Recent changes, however, such as the current decentralization of their economy, indicate a degree of flexibility not generally assumed outside of Russia. Clearly Russian education, like Russian economy, is by no means static."

"New Scientific Demands and Their Educational Implications" was described by Ernest O. Melby, dean emeritus of New York University and professor of education at Michigan State College.

He warned that virtually all of Russia's college graduates are preparing to teach and 50 per cent plan to make teaching their profession.

Dr. Melby warned that the United States does not have as many people as Russia. "Sooner or later, we've got to learn not to be the biggest. Maybe we should learn to be content to be our best selves."

"To make an egghead out of everybody should be the aim of American education," concluded Dr. Melby, first warning the audience that we want well rounded human beings.

## Conference to Examine New School Lighting Standards

ANN ARBOR, MICH.—After eight years of scientific research, a new table of lighting standards is being announced. The current guide is based upon studies made under the direction of H. Richard Blackwell, associate professor and head of vision research laboratory at the University of Michigan.

Both the new standards and the research on which they are based will be disclosed by the sponsor, the Illuminating Engineering Society, at a conference on light and vision here March 19 to 21.

Subjects included in the program are: light and its measurements, visual performance, ocular physiology, comfort, esthetics, coordination of daylight and electric light, color, and lighting of various school areas.



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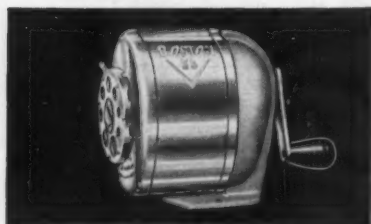
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**Plan Activity Funds Supplement to National Accounting Handbook**

WASHINGTON, D.C.—During the week of April 28 there will be held here the first national conference of technical consultants of the six organizations who are joining with the U.S. Office of Education in publishing another financial guide.

The new publication, "Financial Accounting for School Activity Funds," is to serve as a companion volume to "Financial Accounting for Local and State School Systems, Handbook II" in the State Educational Records and Reports Series.

As explained by Fred F. Beach, chief of state school administration of the U.S.O.E., the proposed manual's objectives include: (1) the standardization of accounting terms used in this field and (2) a system of accounting which will provide safe, economical and efficient handling of school activity funds. While there is no direct relation to A.S.B.O. Research Bulletin No. 17 (which is concerned chiefly with policies governing school activity financing and procedures for pupil activity accounting), the two books will supplement each other.

Handbook III in this series, on property accounting, now is in preparation. The projected Handbook IV will deal with personnel accounting.

The six national organizations cooperating with the U.S.O.E. in the preparation of the manual are: American Association of School Administrators, Association of School Business Officials of the United States and Canada, Council of Chief State School Officers, National Association of Secondary-School Principals, the Department of Elementary School Principals of the National Education Association, and the Research Division of the N.E.A.

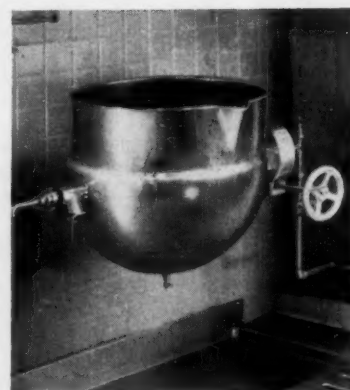
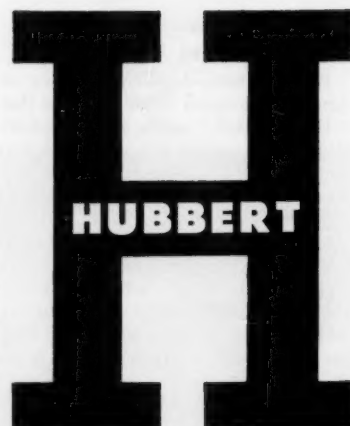
**AFL-CIO Denounces Education "Budget" Cuts**

MIAMI BEACH, FLA.—AFL-CIO president, George Meany, has accused the Eisenhower Administration of ignoring educational needs to balance the budget. He spoke after the AFL-CIO executive council meeting here early in February had denounced the Eisenhower educational program as a "drop in the bucket." Mr. Meany charged that the federal budget for education called for \$300 million less than before sputnik was launched.

**Stiffer Graduation Requirements for Chicago High Schools**

CHICAGO.—Entering freshmen in Chicago's public high schools will face stiffer graduation requirements. New requirements call for a year of math, two years of science, a third year of social studies, and a fourth additional year of English.

Curriculum committees have been formed in the schools to investigate the intensities of courses now being offered.



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### **A.I.A. to Undertake Study of "Optimum Created Environment"**

WASHINGTON, D.C. — A steering committee of the American Institute of Architects will meet here March 15 to plan a three-day fall conference which is to identify neglected areas of basic research in architecture.

With the aid of a \$6000 grant from the National Science Foundation, a research effort will be initiated to identify the relationships of the physical, biological and social sciences in the problems of "optimum created environment for human living." The study will be concerned with the human being in his relation to buildings, including schoolhouses, rather than with methods and materials. Some 30 authorities from all parts of the country are to participate.

### **Cost of Living Outpaces Salary Rises, A.F.T. Told**

CHICAGO.—While teachers' salaries rose an average of 2.6 per cent in the nation's 50,446 school districts, the cost of living has risen 3.5 per cent, Mary Herrick, research director of the AFL-CIO American Federation of Teachers, told the federation's annual executive council meeting here in January.

"Fayetteville, Ark.," continued Miss Herrick, "shown in last year's survey to have been paying the nation's lowest salary, \$2100 to B.A. beginners, as well

as the lowest in some other brackets, lost that doubtful distinction this year by providing a \$700 across the board raise."

The A.F. of T. survey revealed that three Mississippi cities, Columbia, Clarksdale, and McComb, tied this school year for the country's lowest bachelor's degree beginning pay—\$2300 a year, or less than \$200 a month on a calendar basis.

"California is the only state with all reporting cities (62) showing beginning B.A. salaries of \$4000 a year or more," Miss Herrick told the council. "In Michigan, all but four of 49 districts reported that they are paying B.A.'s \$4000 or more their first year. The starting salaries in other states ranged irregularly down to the Mississippi low."

"The most ominous threat to educational standards is the fact that 29 states issue some kind of teaching certificates to persons with less than the B.A. degree, although only 11 states allow 'regular' certificates to those without a degree. Eighteen states list pay schedules for two years of training and 13 for teachers with one year of college."

### **Illinois Professor Suggests Establishment of Regional Units**

URBANA-CHAMPAIGN, ILL. — Recently formed Illinois community unit school districts are often too small to provide good education for the children who

attend them, stated William P. McLure, director of the University of Illinois Bureau of Educational Research, at a state conference on organizing and financing community schools held here.

Dr. McLure called for the establishment of "regional units" among small local districts with fewer than 2000 pupils in 12 grades. Such units would make it possible for several small districts to pool their programs and technical services.

### **School Ready, Road Not So L.A. Board Does Paving**

LOS ANGELES.—The board of education here has been in the road building business—temporarily. It spent \$1990 for a blacktop paving job across muddy fields. Now the children can get into the new Mayall Street School in the San Fernando Valley. It all happened because the tract developer, who had set aside the school site as required, wasn't able to keep up with his road building as rapidly as the school was constructed. As a result, 421 pupils waiting to enter the new school had to spend several weeks more in overcrowded double sessions elsewhere. The school-built road is temporary, of course, explains Supt. Ellis A. Jarvis, but it will serve until the road builders catch up with the school builders, and it will keep 842 children from attending school part time.

*"Most likely to succeed": Howell Modern Metal Furniture, for over 30 years the leading metal furniture for home and institutional use, offers a complete line of lounge and cafeteria furniture for schools. Howell combines the durability of tubular steel with attractive contemporary styling in attractive metal finishes; warm, gleaming Bronzetone—or striking Blactone. Choice of dozens of decorator upholstery covers plus a wide selection of wood grain laminated plastic table tops, offer combinations to compliment any interior decor.*



## Ford Education Grants Totaled \$83 Million Last Year

NEW YORK.—Grants and appropriations totaling \$83 million for education and related programs of national importance during the last fiscal year have been made by the Ford Foundation, according to its 1957 annual report.

The largest single grant was \$24.5 million to expand nationally the Woodrow Wilson fellowship program to combat the shortage of college teachers.

The Foundation's program in education was reorganized with the absorption of the Fund for the Advancement of Education into the Foundation itself. "Gradual merger of the Foundation and the Fund," says Henry T. Heald, president of the Foundation, "will permit a combination of resources and a more fruitful, broad-scale attack on the problems of education than either organization could undertake separately."

## Judge Rules Assessment of Subdivision Builders Illegal

PARK RIDGE, ILL.—The end came suddenly to a dream about a new source of funds for schoolhouse construction which had national implications. The potential end of the rainbow was a city ordinance adopted here that made it conditional to the platting of subdivisions that builders pay \$300 a lot for public school building purposes.

On January 15 Circuit Judge Cornelius J. Harrington had ruled that the ordinance was unconstitutional. But officials of this municipality, near Chicago, expressed a determination to appeal to the Illinois supreme court. Then in February it was learned that there would be no appeal because the school board of the approximately co-extensive Community Consolidated School District No. 64 had decided not to join in the appeal.

While Judge Harrington said he was impressed with the dire need for funds for more and better schools, his memorandum opinion pointed out that the "exacting of funds under the guise of legal payments of licensing . . . is contrary to law. The state legislature has not authorized a municipality to raise revenue in this manner, and the ordinance also is violating provisions of the Illinois constitution."

An estimated \$110,000 collected and held in escrow by the city (the school district not having accepted the funds so collected) was ordered returned to the contractors.

## State Leaders Plead for Teacher Tax Equity

WASHINGTON, D.C.—Ruth Stout, vice president of the N.E.A., and 14 congressional district chairmen joined recently in urging the House ways and means committee to aid the passage of

two bills that would give tax equities to teachers.

The bills would permit all teachers to deduct up to \$600 a year from their income taxes for tuition, books, travel and living expenses incurred by taking summer school and other courses.

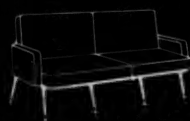
In testifying before the ways and means committee, Miss Stout stated: "Tax regulations now in effect recognize that the educational expenses of teachers are deductible under *certain* circumstances, but because of vague wording and inconsistent interpretation of the existing regulations, it is extremely difficult, if not impossible, to determine the conditions under which the deductions are allowable."

## Academic Evaluation Not New, Alumni Council Told

ATLANTIC CITY, N.J.—America was evaluating its educational systems long before the Russian educational surge, according to E. Kenneth Smiley, vice president of Lehigh University, and a past president of the Middle States Association of Colleges and Secondary Schools, at a recent meeting of the American Alumni Council here.

For more than 25 years, said Dr. Smiley, regional accrediting groups have been evaluating educational programs in the United States to improve the good ones as well as to raise standards.

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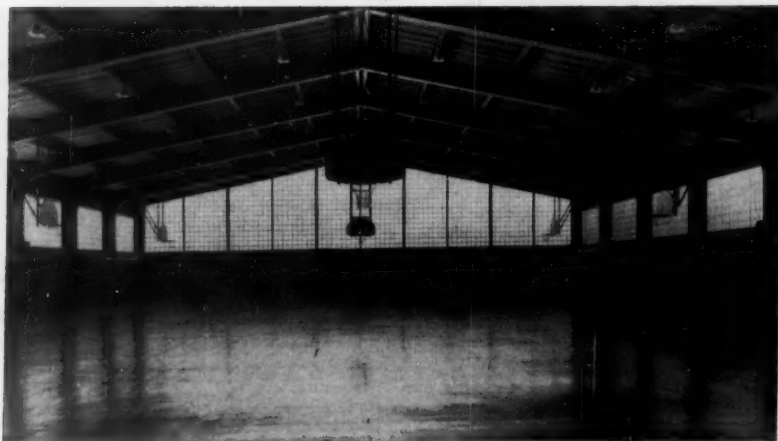
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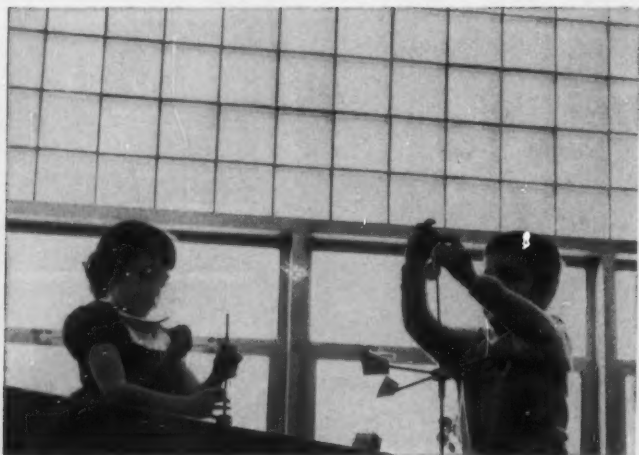
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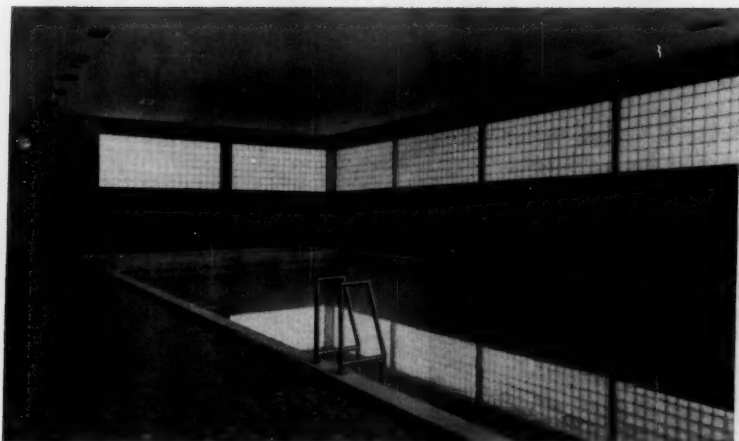


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Notice in the photographs how some school planners are matching these benefits to their local school applications.

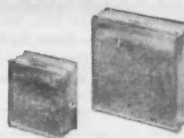
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## American Council on Education Offers Federal Action Plan

WASHINGTON, D.C.—Five recommendations for a federal plan to strengthen education have been offered by the American Council on Education.

It was suggested that a permanent council of educational advisers to the President be established to monitor federal educational activities.

Other recommendations included grants for graduate fellowships, grants and loans for academic facilities, tax credits and scholarships, and modifications in federal programs to eliminate "financial drains" on the institutions.

President of the council, Arthur S. Adams, stated: "It would not be desirable for federal funds to be used in a general program of grants to increase faculty salaries. . . . The council does urge that some existing programs be modified so that they cease to be drains on the general institutional funds, that others be expanded. . . . Provide federal support without federal control."

## Syracuse U. Plans Merit Salary Workshop for Administrators

SYRACUSE, N.Y.—A workshop in merit salary schedules will be held July 7 to 11 at Syracuse University. The workshop

will examine the experience of school communities where the merit plan has been in operation, review research and professional writings on the subject, and exchange views and experiences of school administrators.

Virgil M. Rogers, dean of the school of education at Syracuse University, will head the session. Workshop consultants will be: Arvid Burke, director of research, New York State Teachers Association, Albany; William Gragg, superintendent of schools, Ithaca, N.Y.; David C. Guhl, immediate past president, N.E.A. Department of Classroom Teachers, Connellsville, Pa., and Gale Rose, secretary and research director, Utah school merit committee, Salt Lake City.

Topics to be examined include: meaning of "merit salary schedules"; basic issues and facts on merit rating; teacher opposition; experience of schools; alternatives to merit schedules; concrete proposals for positive action.

## Integrated "Teaching Team" for Future TV Classes

ATHENS, GA.—Evidence indicates that the average child spends more time watching television than he does in school, declared H. K. Newburn, president of the Educational Television and Radio Center, at the annual Teachers Education Conference held here recently.

Dr. Newburn told the group that television cannot be ignored in educational plans for the future; that research and experience have shown that people can learn through viewing television, in some cases, better than through more traditional media.

He stressed that the classroom teacher will not be eliminated but that she will be integrated into a teaching team made up of "the writer, the director, the lighting expert . . . to make the best possible presentation and the most effective instruction."

## Televised Russian Course to Aid Technical Readers

SCHENECTADY, N.Y.—The nation's first televised course in Russian started February 4. It is broadcast by General Electric Station WRGB, cooperating with the Mohawk-Hudson Council on Educational Television and the local section of the American Chemical Society.

The program is designed to aid individuals desiring to read Russian technological material. Irving S. Bengelsdorf, who will instruct the viewers in the basics of Russian, says that there is a great deal of technological information being published by the Russians that could be ours for the taking if we knew how to read the language.

Dr. Bengelsdorf points out that Russian technologists are taught English in school, enabling them to keep abreast of America's technical developments.

## DEPENDABLE-EFFICIENT-ECONOMICAL LAUNDRY OPERATIONS WITH

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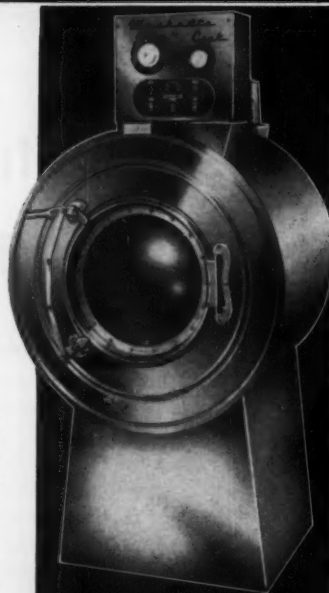
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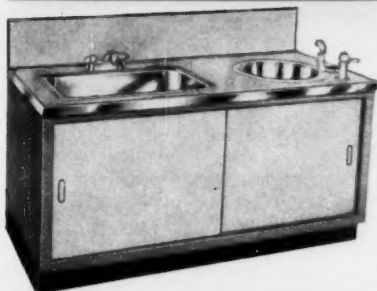
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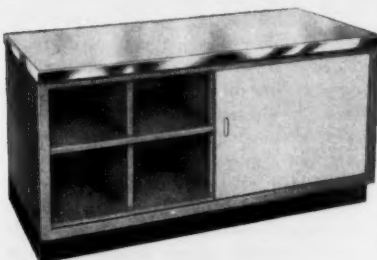
## *new* **GRADE-AID ALL-STEEL SINK UNITS**

in a number of sizes, heights and tops to fit any classroom and budget requirement. All have lifetime stainless steel bowls, and optional bubbler bowls.



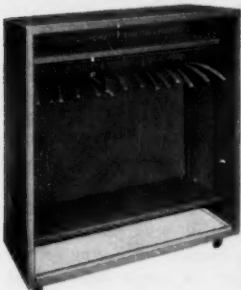
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designed to provide excellent usable storage space above sink or counter units . . . available with or without sliding doors.



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storage units (General Storage, Paper Storage and Cubicle Storage) are roomy and easy to clean . . . mounted on casters or glides for convenience.



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No better buy at *ANY* price, **GRADE-AID** is the year's outstanding new line of quality school equipment — because only **GRADE-AID** uses all-steel in its school equipment and because it's mobile, modular, and colorful!

*ALL-STEEL* Grade-Aid units eliminate costly mill-work on the job. No warpage, binding or knife carving will mark Grade-Aid's lasting beauty. *MODULAR* design permits maximum use of classroom space, simple re-arrangement of units to meet changing space requirements. Available in specific heights from kindergarten to high school to fit all grades. Prefabricated modular units are delivered completely assembled. *MOBILE* units can be grouped together in any desired arrangement . . . complete freedom of design. *COLORFUL* styling of sliding doors blends perfectly with modern classroom settings . . . doors are interchangeable to match any color scheme.

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## N.A.A.C.P. Files Suit

### Against Atlanta Superintendent

ATLANTA, GA.—The first attempt to change the pattern of public school organization in Georgia through legal means has taken the form of a suit filed by the counsel for the National Association for the Advancement of Colored People. It is on behalf of 10 Negro parents, who named Supt. Ira Jarrell and the board of education of Atlanta for failing to integrate the schools in keeping with Supreme Court decisions.

Two other integration suits for Georgia are pending in the U.S. district court, one by Negro students seeking admission

to a Georgia state college and another by two Negro ministers against segregation on city buses.

## San Francisco Teachers

### Salary Average Above \$6000

SAN FRANCISCO.—The average salary for all of San Francisco's 3455 regularly employed educators for 1957-58 is \$6584, as computed by Lester R. Steig, salary coordinator.

When this average is broken down, the average high school teacher earns \$6936; the average junior high school teacher earns \$6637, and the average elementary school teacher gets \$6191.

## Calls Religious Segregation

### Worse Than Racial Segregation

OMAHA, NEB.—"Is segregation by religion any better than segregation by race?" R. L. Hunt asked a group meeting in the division of Christian education of the National Council of Churches of Christ in the U.S.A. here February 12.

"Proposals to abolish public schools in an effort to avoid racial segregation and substitute religious segregation should be examined with care," Dr. Hunt declared.

"In a typical small town, you could expect to have a dozen sectarian school systems. In such schools you cannot plan as well for the general education of your children as you can when you plan for all the children of the community. Further, if tax money is used to promote sectarian differences, you will divide the American community at a depth not yet touched by racial lines. The testimony of history is that religious quarrels bring war even more than racial quarrels."

Dr. Hunt is executive director of the National Council's commission on religion and public education. His comments followed discussion of proposals that southern states might abolish public schools and substitute schools run by the churches.

## California Shows Trend

### Toward Fewer School Districts

SACRAMENTO, CALIF.—Changes in public school administrative structure seem to be indicated by two major trends in California school district organization, Drayton B. Nuttall, chief of the state bureau of school district organization, believes.

The first of these changes is a continued decrease in the number of school districts in the state as is shown by a decrease of 1229 districts since 1935-36.

The second is a growing interest in the establishment of junior college districts. There is now a total of 26 junior college districts, four of which have been established in the last two years. Many other areas are taking the necessary steps to establish a junior college district.

In 1955, the state legislature made mandatory the annexation of all elementary school districts not included in high school districts either to existing high school districts or to unified districts.

## No Merit Rating, Please, Say N.Y. Teachers' Committee

NEW YORK.—After a year-long study of the merit plan for rating teachers, a special committee of the New York State Teachers Association said there is not one single plan in the whole United States it would recommend.

James M. Balassone, chairman of the committee, said that merit plans "do not promote high quality education or the necessary esprit de corps but instead promote cut-throat competition."



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Toteline school trays can enhance any classroom... because of their design and modern, smooth-surfaced material. Available in colors to blend handsomely into any decor.

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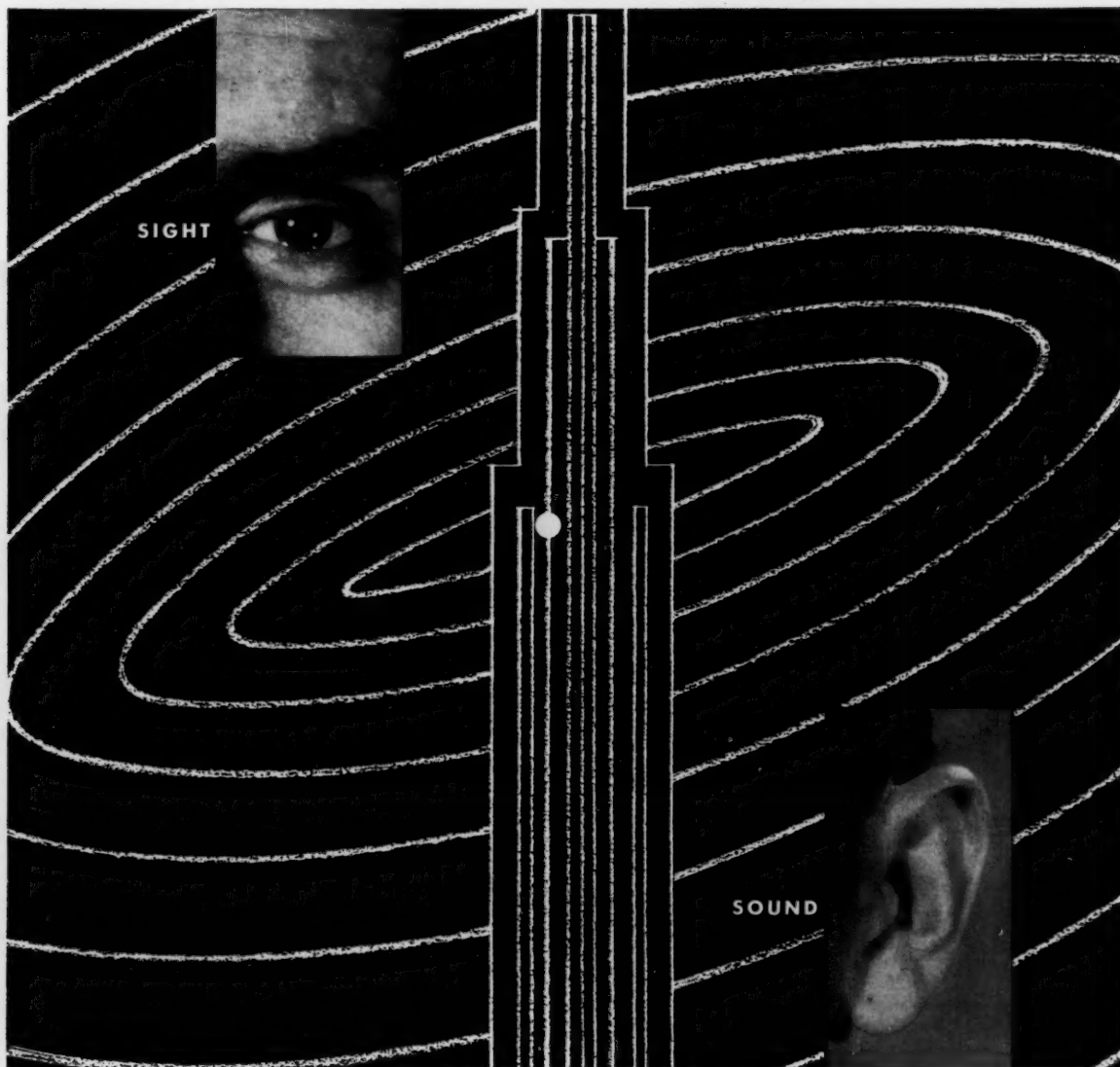


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Across the country, the Comfort Curtain system is drastically reducing the cost of school heating and ventilating. Costs per square foot of \$1.03 in Indiana, \$1.15 in Montana, \$1.12 in South Dakota are typical examples. One job went in for a cost so low we hesitate to quote it—*just 65¢ per square foot*. That was in Potosi, Missouri!

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Nor is this all. The Lennox Comfort Curtain can easily save hundreds of dollars per classroom each year it is in use. Fuel is consumed only when heat is required, maintenance and service are amazingly simple and low-cost—well within the capacity of any competent local heating dealer.

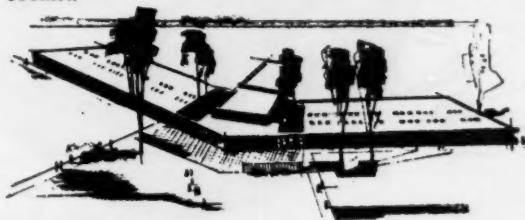
And most important, the Lennox Comfort Curtain system actually does a *far better* job than costlier systems used previously. The Comfort Curtain does a *complete* job, provides a full, even flow of air throughout its entire length along the exposed classroom wall. It is amazingly quiet. And it holds room temperatures to a variance of six-tenths of one degree, circulates air continuously for perfect distribution, introduces a continuous supply of fresh air during the daytime heating cycle, and provides *tons* of needed cooling without the cost of refrigeration.

## COOLING WITHOUT REFRIGERATION!

Extensive surveys show that on almost every day when the temperature is above freezing, the classroom no longer requires heat, shortly after pupils assemble. True, at 33° the average classroom needs about 20,000 Btuh. But 30 pupils will generate about 12,000 Btuh, lighting will add another 8,000 to 10,000 Btuh, and the sun load can account for as much as 15,000 Btuh. Since the amount of heat being generated exceeds the classroom heating requirement, it becomes necessary to *cool* the classroom to maintain a healthful, comfortable temperature. The Lennox Comfort Curtain system does this automatically by introducing cool, fresh outside

air to meet the need. Even if the temperature of the outside air is as much as 50°, the equivalent of two tons of cooling can be provided in this way.

There is today no possible way to achieve all these advantages at so little cost—except with the Lennox Comfort Curtain. The system is completely flexible, uses child-proof wall- or bookshelf-ducts, installs readily in any size or design of school, comes completely equipped with a "laboratory matched" control system. Send coupon below for free booklet.



The 24-classroom Junedale school, located in Gary, Indiana, will be heated and ventilated by the Lennox Comfort Curtain for \$1.03 per square foot. Architect: David J. Katz, A.I.A. Heating Contractor: Quality Heating and Air Conditioning.

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Gentlemen: Please send me your free booklet on the Comfort Curtain system of classroom heating and ventilating.

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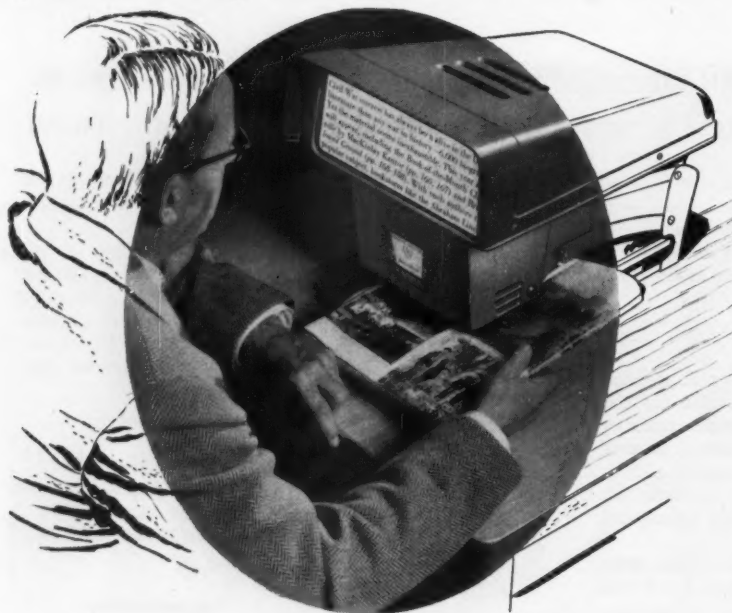
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### ABOUT PEOPLE

#### CHANGES IN SUPERINTENDENCIES

L. L. Jones from Watsonville, Calif., to Ventura, Calif.

Walter T. McKee, associate superintendent at Montgomery, Ala., to superintendent there, succeeding Clarence M. Dannelly, who is retiring. William Silas Garrett, assistant superintendent, has been made associate superintendent.

Wayne L. Riggs from Wahoo, Neb., to York, Neb., succeeding Wayne Frazer, who will be superintendent at Atchison, Kan.

Sampson G. Smith, superintendent for the Southern High School Regional District, Ocean County, Toms River, N.J., to superintendent of the Franklin Township Schools, Franklin, N.J. He will succeed James M. Lynch, who is retiring.

#### Lawrence H.

Shepoiser from Mason City, Iowa, to Wichita, Kan., effective July 1. Since February 1 he has been working with Wade Fowler, whom he is succeeding. Dr.



L. H. Shepoiser

Fowler will stay on at Wichita as assistant to the superintendent for research and training. Dr. Shepoiser holds an Ed. D. from the University of Colorado. He has served as superintendent in Mason City since 1947.

E. A. Cox, business manager, to superintendent for Maury County schools, Columbia, Tenn., succeeding the late Rufus Baker.

Philo C. Dunsmore, recently appointed superintendent at Toledo, Ohio, has served the schools there since 1934. He was supervisor of social studies until 1942, when he was put in charge of curriculum. He has been assistant superintendent since 1945. Mr. Dunsmore succeeds E. L. Bowsher, superintendent for 20 years, who resigned to accept an executive position with a local automobile club. New assistant superintendents are David R. Pugh, administrative assistant for high schools since 1954; Frank A. Duvendack, principal and assistant principal since 1938; and Robert H. Ross, superintendent of buildings and grounds since 1952, who will head business administration.



P. C. Dunsmore

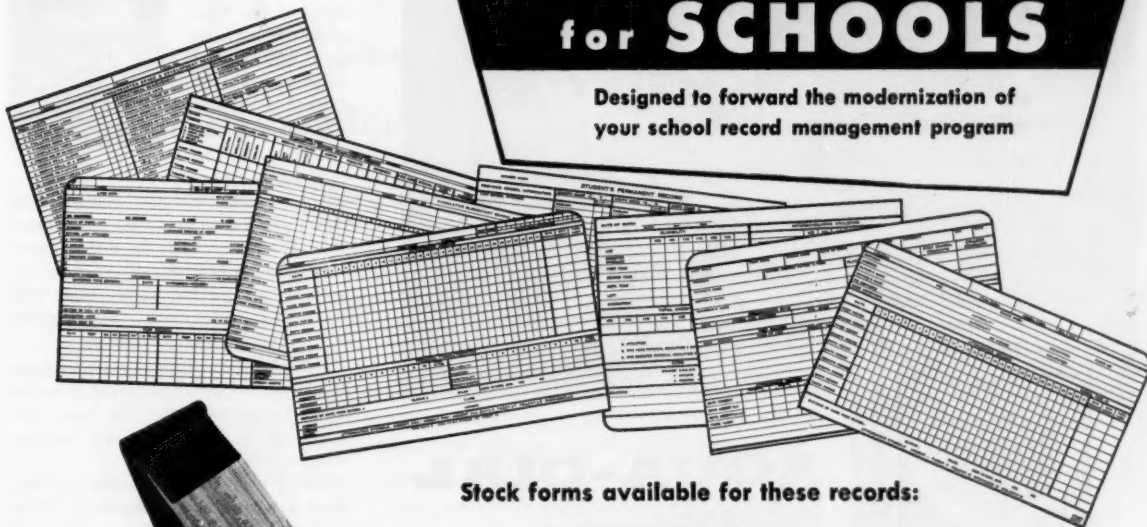
Joseph H. Hadley, assistant superintendent in charge of instruction, Louisville, Ky., to assistant state superintendent for Alabama, his former position before going to Louisville. (Cont. on p. 128)



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- Student's Permanent History Record

#### SENIOR HIGH SCHOOLS

- Student's Permanent History Record
- Attendance
- Program Record
- Physical Education Department Record

#### TEACHERS

- Teacher's Accumulative Service Record
- Teacher's Accumulated Leave Record
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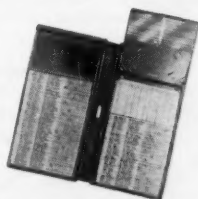
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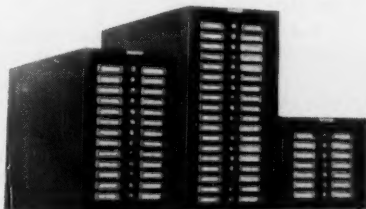
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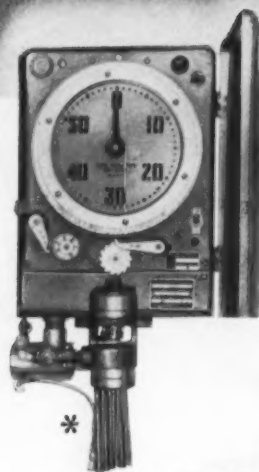
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### OTHER APPOINTMENTS . . .

Walter A. Wittich, who has been director of the University of Wisconsin's bureau of audio-visual instruction since 1944, is now giving full time to the teaching of professional courses and the conducting of research in the audio-visual instructional field. This makes him the first full-time professor of education whose entire responsibility is in the audio-visual field. Dr. Wittich will conduct both inservice and on-campus teacher training.



W. A. Wittich

Dr. Wittich has served twice as president of the N.E.A. Department of Audio-Visual Instruction. He has been A-V consultant for The NATION'S SCHOOLS since September 1954.

Taking over full-time duties as director of A-V bureau is Frederick A. White. Professor White has been assistant director since 1952.

Thomas H. Pickens, superintendent at Las Animas, Colo., elected vice president of the Colorado Education Association.

Gertrude W. Moore, superintendent for Washington County, Akron, Colo., elected vice president of the Eastern Division, Colorado Education Association.

Clarence E. Hinchey, superintendent, Montclair, N.J., has been elected 1958-59 president of the Metropolitan School Study Council, an organization of school systems in 70 counties in the metropolitan New York area. Dr. Hinchey succeeds Robert Jenkins, superintendent, Ridgewood, N.J., who will become superintendent at Pasadena, Calif., April 1.

Samuel B. Sullivan, superintendent from 1943 to 1956 at DeKalb, Ill., to consultant on school uses of TV for the Educational Television and Radio Center, Ann Arbor, Mich.

Paul W. Collins, superintendent for Scott County, Gate City, Va., elected president of District O, Virginia Education Association.

James O. Morehead, superintendent for Bland County, Bland, Va., elected president of District I of the Virginia Education Association and vice president of the state association.

LeRoy Rose from director of guidance at Cradock High School, Portsmouth, Va., to statistician in the division of research and planning in the Virginia State Department of Education.

Samuel Kerr, industrial arts teacher in various Virginia cities, to assistant state supervisor of trade and industrial education for Virginia.

Charles A. Norford, audio-visual instructor at various state universities, to assistant professor of education and di-

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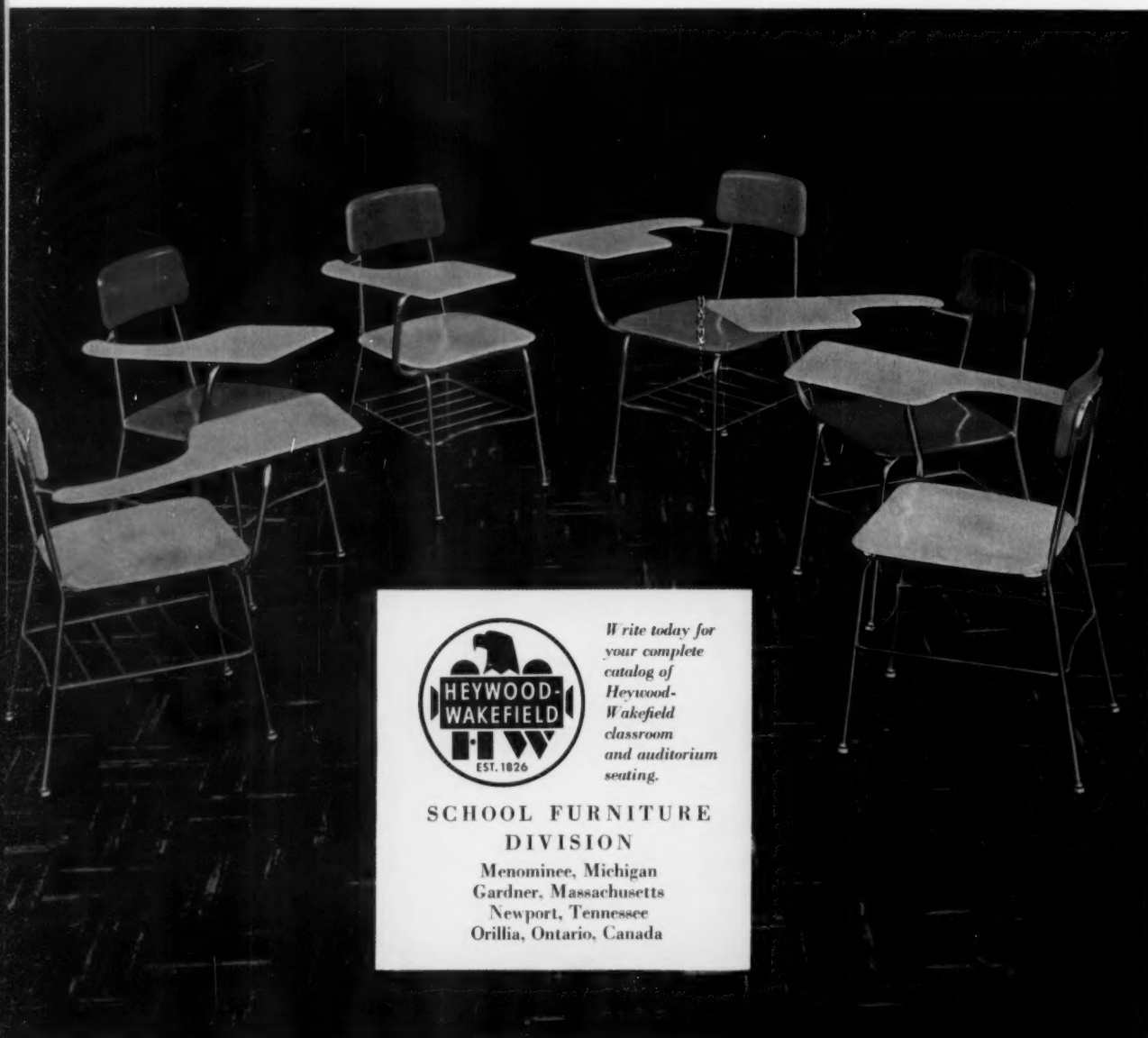


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rector of the bureau of teaching materials at the University of Virginia.

**Herman Allen**, AP education writer, to *Newsweek* education editor, succeeding **Terry Ferrer**, now education editor for the *New York Herald Tribune*.

**Herold C. Hunt**, Eliot professor of education at Harvard, elected chairman of the National Committee for Education in Family Finance. The former chairman was **Benjamin C. Willis**, superintendent of schools, Chicago. Other new members include: **Rufus A. Putnam**, superintendent, Minneapolis, and **Lindley J. Stiles**, dean of the school of education, University of Wisconsin.

**Frank R. Kille**, dean and zoology professor, Carleton College, Northfield, Minn., to associate commissioner for higher and professional education, New York State Education Department.

**E. Dale Kennedy**, new executive secretary of the Michigan Education Association, had been a superintendent of schools of various districts in Michigan for 26 years before going to Lansing. He



E. D. Kennedy



A. J. Phillips

was one of the early leaders in the consolidated school movement in Michigan, having administered the first unit of the Remus Consolidated School. At Rochester, Mich., he assisted in the formation of the community school there and developed the "Rochester Plan," a comprehensive mental health program. Dr. Kennedy also had been superintendent at Clare and Bannister, Mich. **Albert J. Phillips**, who retired February 2, had been executive secretary of the M.E.A. for 22 years and research director for three years prior to that. He and Mrs. Phillips now reside at Three Rivers, Mich.

**W. Harold Kingsley**, one of the organizers and a former president of the National School Public Relations Association, has retired from his post as director of public relations for the California Teachers Association. Mr. Kingsley had been a staff member of the C.T.A. for 22 years, preceded by a varied experience as a newspaper reporter, editor and publisher. Moving into the C.T.A. public relations field, **Harry Fosdick** has been named assistant director. Mr. Fosdick in recent years has served as executive secretary of the C.T.A. personnel standards committee.

**Eugene Malliser**, on leave from the Burke State Bank, Burke, S.D., to acting superintendent at Burke.

#### RESIGNED . . .

**James C. Cherry**, superintendent of South San Francisco Unified School District, South San Francisco.

**Hillis K. Idleman**, superintendent for Radnor Township, Wayne, Pa.

**J. Francis Addy**, superintendent at Placentia, Calif.

#### RETIRED . . .

**Harold W. Wright**, former supervising principal and building principal, Sewanhaka High School, Garden City, N.Y.

**Henry C. Clausen**, superintendent at North Judson, Ind., for 37 years, effective at end of school year.

**Heber U. Hunt**, superintendent at Sedalia, Mo., for the last 30 years, and principal for three years, effective June 30.

#### DIED . . .

**Henry D. Roscoe**, 55, superintendent at New Leipzig, N.D. He was formerly superintendent for La Moure County, La Moure, N.D.

**Emory Alben Price**, 51, superintendent for Hawkins County, Rogersville, Tenn.

**James Clifford Bilderback**, 55, North Boone High School District 200, Poplar Grove, Ill.

**A. E. Scruggs**, superintendent at Biloxi, Miss.



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## COMING EVENTS

### MARCH

2-6. Association for Supervision and Curriculum Development, N.E.A., 13th annual convention, Seattle.

6-8. American Orthopsychiatric Association, 35th annual meeting, New York.

8-11. American Association of School Administrators, regional convention, San Francisco.

8-11. American Educational Research Association, regional meeting, San Francisco.

16-22. National Library Week.

22-26. Department of Elementary School Principals, N.E.A., annual convention, Philadelphia.

27-29. National Science Teachers Association, N.E.A., 6th national convention, Denver.

29-April 1. American Association of School Administrators, regional convention, Cleveland.

29-April 1. American Educational Research Association, regional meeting, Cleveland.

30-April 3. American Association for Health, Physical Education and Recreation, N.E.A., in cooperation with A.A.H.P.E.R. Central District, 60th annual convention, Kansas City, Mo.

31-April 3. American Personnel and Guidance Association, annual convention, St. Louis.

### APRIL

6-11. Association for Childhood Education International, Atlantic City, N.J.

6-12. International Council for Exceptional Children, N.E.A., international convention, Kansas City, Mo.

8-11. 55th annual meeting, National Catholic Educational Association, Philadelphia.

9-12. National Council of Mathematics Teachers, N.E.A., 36th annual meeting, Cleveland.

9-12. Southeastern Association of School Business Officials, Miami, Fla.

17-19. National School Boards Association, Inc., 18th annual convention, Miami Beach, Fla.

21-25. Department of Audio-Visual Instruction, N.E.A., annual national convention, Minneapolis.

### MAY

9, 10. International Reading Association, 3d annual conference, Milwaukee.

18-21. National Congress of Parents and Teachers, annual convention, Omaha, Neb.

### JUNE

29-July 4. National Education Association, annual convention, Cleveland.

30. United Business Education Association, N.E.A., annual meeting, in conjunction with N.E.A. annual convention, Cleveland.

### JULY

6-10. National School Public Relations Association, N.E.A., 5th annual public relations seminar, Detroit.

7. National School Public Relations Association, N.E.A., annual meeting, Detroit.

26-29. National Audio-Visual Convention, Chicago.

### OCTOBER

5-9. Association of School Business Officials of the United States and Canada, 44th annual convention, New York.

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## THE BOOKSHELF

### AUDIO-VISUAL

Graphic Communication and the Crisis in Education. Audio-Visual Communication Review, Vol. 5 No. 3. Department of Audio-Visual Instruction, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 120. \$1.25.

### CURRICULUM

Materials for Reading. Proceedings of annual conference on reading held at University of Chicago, 1957. Edited by Helen M. Robinson. University of Chicago Press, Chicago 37. Pp. 231. \$3.50.

Art Education: Its Means and Ends. Italo de Francesco. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 650. \$6.95.

Folk Dance Guide, Eighth Annual Edition. Paul Schwartz. Record Press, Inc., New York. Pp. 28. \$1.

Aviation Education Bibliography. Elementary level. National Aviation Council, 1025 Connecticut Ave. N.W., Washington 6, D.C. Pp. 19.

Foreign Language in the Curriculum. Carl G. F. Franzen, Bulletin of the School of Education, Indiana University, Bloomington. Pp. 30. \$1.

Education for Leisure. Conference of the American Association for Health, Physical Education and Recreation. N.E.A., 1201 16th St. N.W., Washington 6, D.C. Pp. 73. \$1.

Capitalism, Way of Freedom. Kenneth Sheldon. Pp. 104. What About War? Henry W. Holmes. Pp. 96. The Isms and You. Wyman Holmes. Pp. 98. Living Democracy

series. Civic Education Center, Tufts University, Medford 55, Mass. Single copy, 60 cents; dozen copies 45 cents each.

Oklahoma's New Frontiers, Science, Industry and Education. A symposium of state leaders at the New Frontiers Exposition. Interesting scientific reports for the advanced high school student. Frontiers of Science Foundation, 1701 Republic Bldg., Oklahoma City. Pp. 101.

FLES—Foreign Language in Elementary Schools. Theory and practice of oral-aural method of French instruction. Massachusetts Council for Public Schools, 16 Arlington St., Boston. Pp. 31. 30 cents.

Teaching Tools. How to find, arrange and use community resources for teaching. Harold R. Bottrell, professor of education, University of Houston. Boxwood Press, Pittsburgh 13. Pp. 139. \$3.75.

Let's Get Down to Cases. A study plan for group discussions on interfaith-interracial problems. Jean E. Alexander. Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22. Pp. 32. 25 cents.

### ELEMENTARY EDUCATION

Frontiers of Elementary Education, IV. Edited by Vincent J. Glennon. Syracuse University Press, University Station, Box 87, Syracuse 10, N.Y. Pp. 99. \$1.75.

### FROM SCHOOL DISTRICTS

Montclair School Program, Grades 1 to 3. Office of School Information Service, 22 Valley Road, Montclair, N.J. Pp. 12. 15 cents.

Community Use of Schools, Minneapolis Public Schools. Regulations and fee schedules. Vocational School Print Shop, Administration Building, 807 N.E. Broadway, Minneapolis 13. Pp. 20.

So Much for So Many. 10th Annual Report. Torrance Unified School District, Torrance, Calif. J. H. Hull, Supt., 2335 Plaza del Amo, Torrance, Calif. Pp. 9.

Responsibility: The Fourth R. Superintendent's annual report, Cincinnati public schools. Claude V. Courter, Cincinnati public schools, 608 E. McMillan St., Cincinnati 6. Pp. 39.

Learning to Live and Work in Milwaukee. Superintendent's annual report. Harold S. Vincent, Milwaukee public schools, Milwaukee. Pp. 27.

An Introduction to the Education of the Able Student in Wilmington Public High Schools, Part I. Instructional Bulletin, Vol. I No. 1. Wilmington Public High Schools, 511 W. 8th St., Wilmington, Del. Pp. 28. \$2.

General Earth Science for High Schools. Curriculum Bulletin No. 5. New York City Board of Education, 110 Livingston St., Brooklyn 1. Pp. 71. 50 cents.

Curriculum Design of the New York City Schools. Curriculum research report. Bureau of Curriculum Research, New York City Board of Education, 110 Livingston St., Brooklyn 1. Pp. 20. 25 cents.

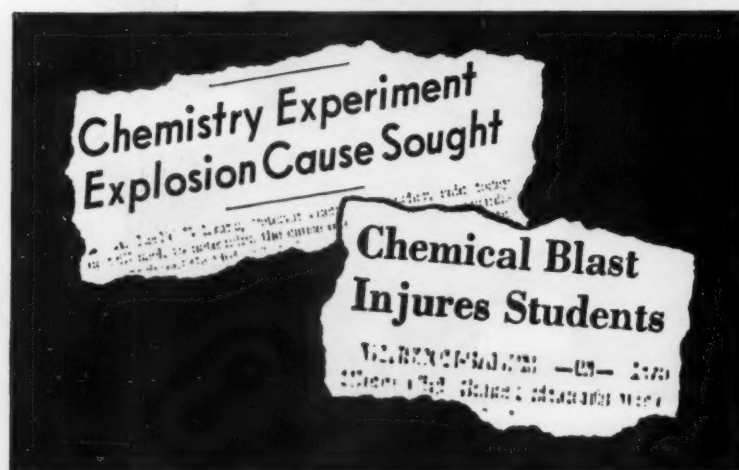
A Cooperative Experiment to Reduce the Incidence of False Alarms. Fire safety pamphlet. New York City Board of Education, Curriculum Center, 130 W. 55th St., New York 19. Pp. 16.

### GENERAL INTEREST

American Criticism of American Education. A British point of view. Brian Holmes. Bode Memorial Lectures. Publication Office, Ohio State University, Columbus 10, Ohio. Pp. 93. \$1.

(Cont. on p. 134)

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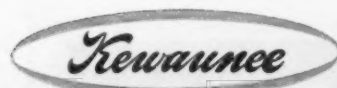
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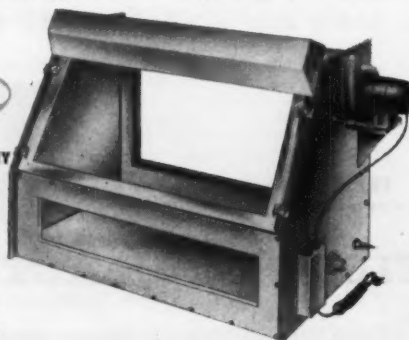


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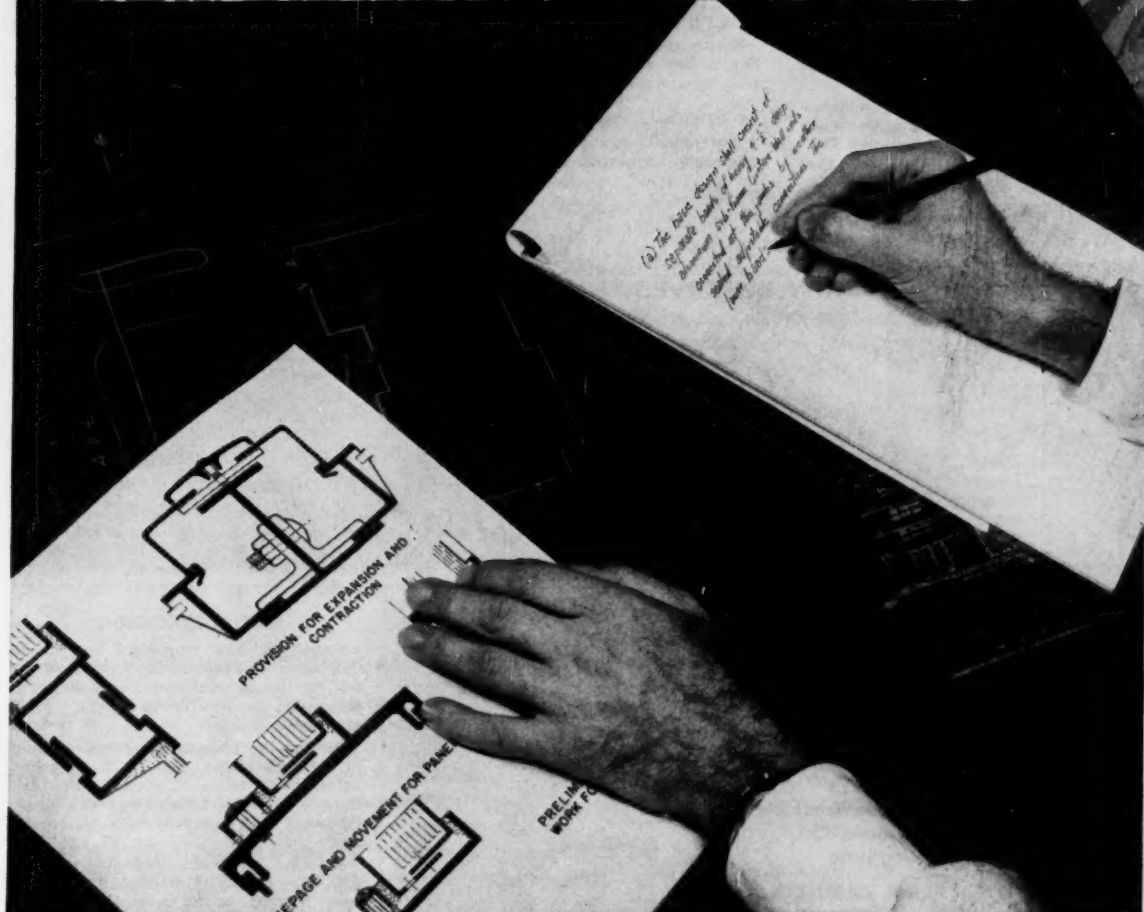
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(Continued from Page 132)

### GUIDANCE

**Group Procedures in Guidance.** Roy deVerl Willey and W. Melvin Strong. Pp. 548. \$6.

**Guidance in the Public Schools.** By Edward Landy and John Palmer. Massachusetts Council for Public Schools, 16 Arlington St., Boston 16. 36 cents.

**Teaching; Vocational and Professional Monographs.** By William H. Burton, consultant. Oregon State Department of Education. Bellman Publishing Co., Cambridge 38, Mass. Pp. 40. \$1.

**Principles and Practices in Guidance.** Emery Stoops, professor of educational administration, University of Southern California, and Gunnar L. Wahlquist, asst

supt. in charge of curriculum and guidance, El Monte Union High School District. McGraw-Hill, 330 W. 42d St., New York 36. Pp. 369. \$5.50.

### HEALTH EDUCATION

**Fit to Teach.** Explores major health problems and the teacher's function in solving them. American Association of Health, Physical Education and Recreation, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 249. \$3.50.

**Health and Safety Poster Kit, No. 3186.** Boy Scouts of America, New Brunswick, N.J. Twelve posters. 35 cents.

### N.E.A.

**Professional Organizations in American Education.** Educational Policies Commis-

sion, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 65. \$1.

### PHILOSOPHY OF EDUCATION

**Philosophy of Education.** Philip H. Phenix, Teachers College, Columbia University. Henry Holt and Co., 383 Madison Ave., New York 17. Pp. 623. \$5.75.

**Four Philosophies and Their Practice in Education and Religion.** J. Donald Butler, professor of history and philosophy of education, Princeton Theological Seminary. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 617. \$6.

**Education and Philosophy.** The yearbook of education, 1957. George Z. F. Bereday and Joseph Lauwerys. World Book Co., Yonkers-on-Hudson, N.Y. Pp. 578.

### SCHOOL AND COMMUNITY

**Time for Music.** A guide for parents. To be used by schools planning or introducing a music course. Public Affairs Committee, 22 E. 38th St., New York 16. Pp. 20. 25 cents.

**School Visits Home.** Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Lexington. Pp. 63. \$1.

**Methods of Reporting Elementary School Children's Progress to Parents.** Henry J. Otto. University of Texas Press, Austin. Pp. 73.

### SECONDARY EDUCATION

**Frontiers of Secondary Education II.** Proceedings of a conference on secondary education. Syracuse University Press, University Station, Box 87, Syracuse 10, N.Y. Pp. 71. \$2.25.

### SPECIAL EDUCATION

**Identifying and Educating Our Gifted Children.** Pupil Services Series, No. 1. Center for Educational Service, College of Education, Ohio University, Athens. Pp. 43. \$1.

**Helping the Visually Handicapped Child in a Regular Class.** Maurice H. Fouracre, Editor. T.C. series in special education. Bureau of Publications, Teachers College, Columbia University, New York. Pp. 99. \$1.55.

**Scouting With Handicapped Boys.** No. 3002. Boy Scouts of America, New Brunswick, N.J. Pp. 65. 75 cents.

### TEACHER EDUCATION

**Elementary Education in Rural Areas.** Clifford P. Archer. A text for students planning to teach in rural areas. Ronald Press Co., 15 E. 26th St., New York 10. Pp. 448. \$5.

**Principles of Teaching.** Earl A. Johnson, professor of education and department head, and R. Eldon Michael, professor of education and director of extended services, Ball State Teachers College, Muncie, Ind. Allyn and Bacon, Inc., 41 Mt. Vernon St., Boston. Pp. 502.

### UNESCO

**UNESCO, Purpose, Progress, Prospects.** Walter H. C. Laves, former chairman of the U.S. national commission for UNESCO, and Charles A. Thompson, American Embassy (Paris) counselor for UNESCO affairs. Indiana University Press, Bloomington. Pp. 469. \$7.50.

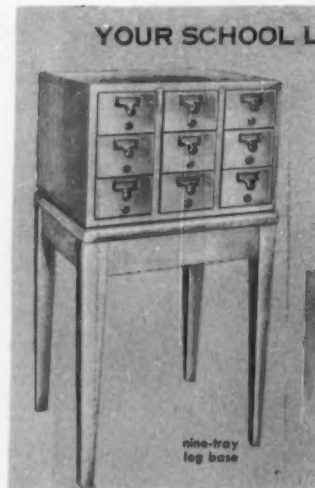
**In-Service Teacher Training in the United States of America.** UNESCO Education Abstracts. Maurice R. Ahrens. UNESCO Publications Center, 152 W. 42d St., New York 36. Pp. 15. 25 cents.

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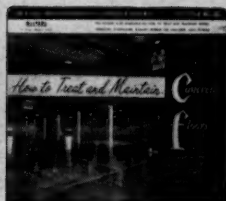
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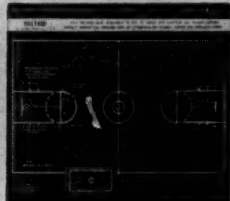


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**the most versatile  
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available for your  
audio-visual program**

**FOR  
SINGLE-FRAME FILMSTRIPS  
AND 2x2 SLIDES**



*Have your Graflex A-V dealer demonstrate  
this versatile projector for you in your own school.*

The School Master 500 is an ideal supplement to classroom instruction. It's a prime requisite for any educational institution desiring the best in audio-visual equipment.

Versatility is a big reason for the preference accorded this exceptional instrument. It projects 35mm filmstrips by remote control or manual operation. Also, 2x2 slides may be projected manually. The change from filmstrip to slide operation can be made in seconds. If desired, an accessory semi-automatic or Airequist automatic slide changer may be permanently installed.

School Master's 500-watt illumination, precision 5-inch f/3.5 lens and precision ground optical system project sharp, brilliant images even in partially lighted rooms. The School Master 500 has many advanced features, yet its price is extremely low—only \$89.50. Remote control model—\$124.50.

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# What's New FOR SCHOOLS

MARCH 1958

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 176. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Peabody Seating Line Fills Educators' Needs

Just being introduced to school administrators and other executives, board members and architects at the regional meetings



this winter, is the complete line of new school furniture developed by Peabody Seating Company. Designed to take advantage of the contributions of the past and the developments of the present, the new line incorporates the results of years of contact with educators who have indicated their needs, and the advanced methods available today to bring modern areas of function and service to the schools.

The new line offers 266 items comprising 11 rigid units and 72 assemblies, and is adaptable to all modern educational needs. The free standing design, without cross bars or ties, all corners of all work surfaces open and legs inset, results in the highly functional units indicated by the Bookbox Chair Unit illustrated. The unit has the heavy duty understructure used throughout the line with 1 1/4 inch heavy gauge tapered tubular steel legs angled for maximum stability. The unit is available for left or right entry in chair heights of 13, 15 and 17 inches and work surface heights from 22 to 29 inches in one inch increments. Both work surface and seat are easily adjusted upward.

The standard closed bookbox has laminated plywood melamine surface for long wear and easy maintenance. The back supports on the seat are of heavy gauge steel with five-ply laminated seat and back, compound curved for comfort, with a clear grain maple finished surface. The generous sized floor glides are self-adjusting for stability and to afford full floor protection. Peabody Seating Co., North Manchester, Ind.

For more details circle #307 on mailing card.

## Adjustable Packless Valve for Improved Control

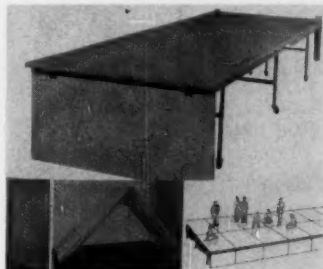
A new four-inch Powertop pneumatic valve is introduced for improved control

of unit conditioners, unit ventilators and convectors. The corrosion-proof, adjustable packless valve incorporates several features which increase its adaptability, accuracy and length of service. The new Monel externally adjusted and easily accessible spring permits variable top pressure, enabling a single valve to meet a variety of conditions. The lower housing on the new valve is made of high impact phenolic, eliminating electrolytic corrosion. The large silicone diaphragm provides greater closing power. Other features give the new Powertop valve increased efficiency in operation. The Powers Regulator Co., 3434 Oakton St., Skokie, Ill.

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## "Fold-a-Way" Stage Stores in Wall or Closet

Full sized stage equipment which can be folded away into the wall, or into a compact unit for easy mobility and storage in minimum space, is now available. The "fold-a-way" action permits the stage to be stored in a wall closet of a gymnasium, auditorium or other area, leaving the



floor space available for full use when a stage is not required. Each unit folds away into a shallow recess only eight inches deep, or it may be mounted on the wall. A simple mounting secures the stage in the wall recess or flat on the wall.

Interlocking units of the new "fold-a-way" stage form any sized platform required. Each unit sets up by itself, at the touch of a latch. The automatic unfolding is controlled by a specially engineered hydraulic cylinder. A typical installation of the required number of basic sized units, twelve by four feet and ten by four feet, can be set up by one man in a matter of minutes. The rugged construction of heavy-duty plywood with under-structure of one-inch steel tubing assures a sturdy platform for all needs. Heavy duty nine-ply 1 1/2 inch plywood is used to form the safe, substantial platform which has an attractive, durable "Speckleton" finish. Halde-mann-Homme Mfg. Co., 2580 University Ave., St. Paul 14, Minn.

For more details circle #309 on mailing card.

## Norton Door Closer of Extruded Aluminum

Extruded aluminum alloy shell is used to fabricate the new Norton 703E surface-mounted door closer. The modern, functional design complements the structural simplicity of modern doors. It can be finished to match the door hardware and can be used on either side of the door. It is ruggedly constructed with full rack and pinion dependability of operation. The 703E is engineered to serve indefinitely with efficiency, low maintenance and durability. Norton Door Closer Co., Berrien Springs, Mich.

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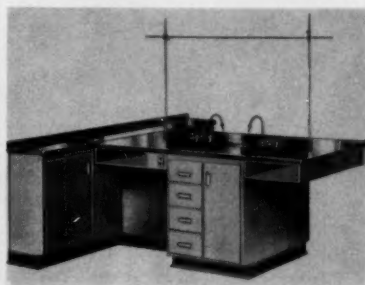
## Safety Glazing Material in Clear or Opaque Panels

Bakelite rigid vinyl sheet is used to form the new safety glazing material that is available in the form of clear or mottled translucent panels. The semi-flexible material bends slightly without breaking or cracking, making it particularly effective in windows or partitions which may be accidentally struck. Light in weight and easy to install, the material can be quickly cemented to the frame without points or putty. The panels have excellent light diffusion qualities and low installation cost. Laminations, Inc., 1008 S. Irving Ave., Scranton, Pa.

For more details circle #311 on mailing card.

## Science Table Is Dual-Purpose Unit

Designed to adapt to a wide variety of room layouts, the new Tolco Model TWL-1260 wall science table can be used in the chemistry or the physics laboratory, or in rooms combining both subjects. The new table has eight drawers: four large general storage cupboards with adjustable shelves



and four book compartments. The dual-purpose unit is sturdily constructed and can be supplied with either a Tolco Carbonized or a Tolstone top, either 1 1/2 inches thick. The Tolerton Co., Alliance, Ohio.

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(Continued on page 140)





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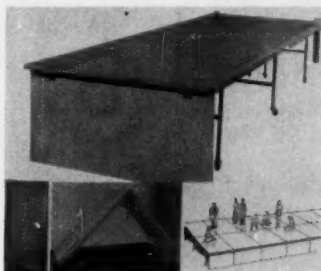
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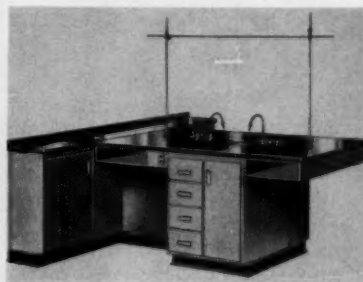
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(Continued on page 140)

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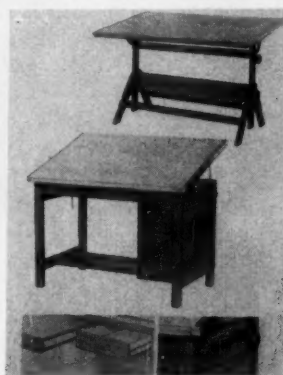
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## What's New ...

### "Woodmaster" Line of Drawing Equipment

Hardwood reinforced with steel is used to build the new line of "Woodmaster" drafting and drawing equipment. Both drafting and drawing tables are available in the new line, several featuring innovations in design. Each piece is designed for maximum working efficiency and lifetime wear and the bases are carefully constructed of selected hardwood finished in rich dark oak. The solid softwood tops are thoroughly kiln dried, smoothly finished, then sealed and lacquered. Heavy gauge zinc plated steel end cleats protect board ends.

In the four-post drafting tables a three-receptacle electric outlet, with cord, is mounted in the frame for convenient attachment of lights and other accessories. The tables are firmly secured with steel bolts and the drawers are of heavy gauge



steel with wood fronts to match the frame. Steel rails and nylon glides assure smooth opening and closing. The pedestal drawing tables have the same rugged construction. Serrations cast in the tilting arc lock the drawing surface firmly in the desired position, preventing slipping. Hand wheel controls simplify setting and board height. Seven models are available to fit every requirement. Stacor Equipment Co., 295 Emmet St., Newark 5, N.J.

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### Vinyl Asbestos Flooring Is Fire Retardant

The new Kentile Fire Retardant Vinyl Asbestostile flooring is the result of years of experiment and testing. The manufacturer states that the new Fire Retardant Tile meets rigid government specifications and is suitable for use in schools, colleges, hospitals and other institutions.

Produced in .080 thickness in regular nine by nine-inch tiles, the new flooring is available in black with white marbling, white with red and black mottling, red with white marbling, green with white marbling, white with black marbling and tan with brown and white mottling. The new tile is durable and easy to install and maintain. Its smooth, non-porous surface resists dirt and grease and retains its luster and beauty indefinitely. Kentile, Inc., 58 Second St., Brooklyn 15, N.Y.

For more details circle #314 on mailing card.

(Continued on page 142)

# World's Fastest Paint!

(VINYL-ODORLESS)

gives you  
**SAME-DAY  
OCCUPANCY**  
for all classrooms

Now—paint any classroom with Devoe vinyl WONDER-TONES. Use the room the same day! Within hours, you'll have a new look and with "business as usual." It's no wonder that painters and maintenance men agree—Devoe WONDER-TONES is truly *the paint that has everything!*

#### Here's why:

- superior vinyl paint film . . . can be thoroughly scrubbed when dry
- completely odorless
- no lap marks, "boundary lines" or touch-ups
- dries in twenty minutes
- self-priming
- gives up to 500 square feet of coverage per gallon
- remarkable one-coat hiding efficiency . . . on plaster walls, woodwork, wallpaper and interior masonry

Devoe Vinyl Wonder-Tones is rated No. 1 for all-round quality by a leading consumer testing organization.\*

\*Name furnished on request.

#### **GUARANTEE:**

If Devoe Vinyl WONDER-TONES fails to do everything we say it will do, the price you paid for it will be gladly refunded.

#### **DEVOE & RAYNOLDS COMPANY, INC.**

Atlanta • Boston • Chicago • Cincinnati  
Dallas • Denver • Los Angeles • Louisville  
New York • Philadelphia

# DEVOE



**204 years of paint leadership**



✓ **FAST** applying  
✓ **FAST** drying  
✓ **FASTER** clean-up

Special color guides have been prepared and are available upon request. Write for yours today.



Devoe & Raynolds Company, Inc., Dept. WT-NS3  
Box 1863, Louisville, Kentucky

Gentlemen: Send me your **FREE** Color guide booklets.

Name \_\_\_\_\_ Title \_\_\_\_\_

Company \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_



## What's New ...

**Clip  
this coupon  
today!**



**SHOW YOUR  
BOARD  
SUBSTANTIAL  
SAVINGS**

Save 90% of paper towel expenses. Eliminate their mess, maintenance and waste. Tamper-proof Electric-Aire dryers will provide 20 to 30 years of reliable drying service with rock-bottom upkeep. Fast drying action keeps pace with recess and between class traffic flow.

New improved units leave skin deep-down dry, chap-free in all weather. Available in the industry's most complete variety of mountings for installation economy and convenient use.

**ELECTRIC-AIRE HAIR DRYERS**  
—Dry the heaviest head of hair in 3 minutes or less. Help prevent colds resulting from showers following P.E. and swimming classes.

**Electric-Aire**  
ENGINEERING CORP.  
3134 W. CHICAGO AVE. • CHICAGO 22, ILL.

**ELECTRIC-AIRE ENGINEERING CORP.**  
3134 W. Chicago Ave., Chicago 22, Illinois

- ☐ Please forward proof of substantial Electric-Aire savings.  
☐ Please supply names of schools using Electric-Aire Dryers.

NAME \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
TOWN \_\_\_\_\_ STATE \_\_\_\_\_

### Solid Plastic Folding Arm on Hampden Tablet-Arm Chair

The Hampden tablet-arm folding chair is now available with solid plastic tablet-arm. The new solid plastic arm conforms



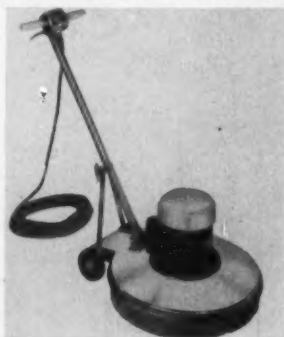
to specifications for a melamine resin plastic surface on each side, on an extremely dense and homogeneous core, simultaneously welded together. The top is birch grain design and the chair is of sturdy tubular-steel construction with contoured steel seat and back.

The strong, attractive chair is suitable for use in classrooms, lecture halls, music rooms and wherever a sturdy, folding arm-chair is needed. The Hampden tablet-arm chair is now available in any combination of all solid plastic or 5-ply hardwood tablet arm and steel, upholstered or blonde plywood seat. All metal parts are rustproofed and the automobile finish in beige or gray does not scuff or chip. Replaceable rubber-tipped feet protect floors and heavy-duty braces and hinges are used throughout. Hampden Specialty Products, Inc., East-hampton, Mass.

For more details circle #315 on mailing card.

### Single Brush Floor Machine for Heavy Duty Cleaning

The Model E heavy duty floor machine has a 24-inch brush for cleaning large floor areas in schools, hospitals and other institutions. Interchangeable attachments adapt the Model E for scrubbing, waxing, polishing and buffing. It has an adjustable handle, momentary contact safety switch and non-marking bumper and handle grips.



The new machine is also available with a three-gallon shower-feed tank on the handle for fast floor scrubbing. Hild Floor Machine Co., Inc., 1217 W. Washington Blvd., Chicago 7.

For more details circle #316 on mailing card.  
(Continued on page 144)



Complete Service For The...  
**BIOLOGY—ICHTHYOLOGY—BOTANY  
AND CHEMISTRY LABORATORY**

We are the world's largest producer of tropical fish and aquarium life in the world. We can supply the most exacting needs of schools and colleges.

We manufacture our own aquariums to meet the special requirements demanded by our 38 years of progress.

We offer a complete line of aquarium supplies for the laboratory.

We offer the most select line of live and prepared fish foods to meet any need.

Our prices are most reasonable and our merchandise is guaranteed to meet specifications with immediate delivery.

Only by having our catalog can you see how complete and satisfying is our line of tropical fishes, aquatic plants, water lilies, marine life, aquariums, supplies and foods. Schools and colleges throughout the country rely on us.



Send for your copy of  
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there is no obligation.

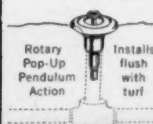
**BELDT'S Aquarium**  
ROBERTSON 16, MISSOURI



### OUTPERFORM 20 ORDINARY SPRINKLER HEADS

- \* More Even Distribution of Water
  - \* Operates at Low Pressures (10 lbs.)
  - \* Tailored Coverage for all Shapes of Yards
  - \* Low Cost Through Savings in Labor, Pipe, Materials
  - \* Minimum of Maintenance Needed
  - \* Unconditional Guarantee for 1 Year.
- Factory Service Warranty for Life of System

#### PLANNING SERVICE AVAILABLE



Write for complete  
specifications and  
installation data.

Available through  
installation contractors  
and plumbing supply  
jobbers.

**RAIN JET CORP.** 301 S. Flower St.  
Burbank, Calif.





From his desk, Dr. J. C. Witter, Superintendent of Schools, Caney, Kansas, is in instant two-way conversation with teachers.



Teacher saves steps; she answers calls from any point in room. Call from principal is announced by bright red privacy light. Teacher can also call principal.



Portable amplifier and loudspeakers provide P.A. facilities for the auditorium, gym and athletic field . . . including announcements to spectators.

**For schools with low-budget problems**

## Executone provides complete communications, classroom privacy

Caney, Kansas, schools get all the many features of expensive console sound systems with simplified, low-cost Executone intercom. This inexpensive, all-purpose system saves time and energy for teachers and principal, increases administrative efficiency. Schoolwide announcements can be made from the principal's desk. School programs, recorded music, speeches, special events, emergency dismissals, every form of sound system transmission can reach all school areas, as well as individual classrooms.

**You get these plus advantages with Executone:**

- **Lower Cost**—Expensive console features now possible with new simplified wiring circuit.
- **Easy to Operate**—No complicated, confusing control panels.
- **Easily Installed** in existing schools. In new construction, additional savings possible on wiring.
- **Small Initial Investment**—Starting with intercom, schools can add sound system features as required.
- **Space Saving**—Principal's compact control station needs only small fraction of space required by console.

**More time for teaching!** Teachers like the system. It saves them steps, time and energy . . . so students benefit, too! Find out what Caney schools have learned . . . how Executone School Intercom can improve *your* school administration. Just send coupon for more information.

# Executone

**SCHOOL COMMUNICATION SYSTEMS**

*Manufacturers of School-to-Home telephone equipment for shut-ins*

EXECUTONE, INC., Dept. H-9  
415 Lexington Ave., New York 17, N. Y.

Without obligation please send:

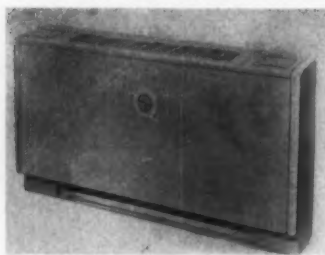
- ☐ Complete details on Caney Schools' communication set-up
- ☐ Other free descriptive literature.
- ☐ Name of local representative.

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

*In Canada—331 Bartlett Ave., Toronto*

## What's New ...

### Remote Heating and Cooling for Offices and Other Areas



The new Nelsonaire, a counterpart of the Herman Nelson classroom air conditioners, is a remote heating and cooling

unit for school offices and other non-classroom use. Units placed in offices and other low occupancy areas can be used for heating by piping hot water from the boiler room, and for air conditioning by circulating chilled water through the same piping and coil. Fans, in both cases, draw in fresh outdoor air for ventilation, and the air is filtered, mixed, tempered and quietly introduced into the room.

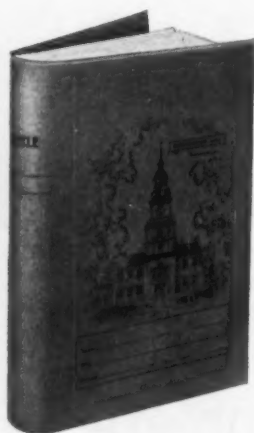
Available in four sizes, all models of the Nelsonaire are nine inches deep and 25 inches high. Units are available in decorator colors and the entire cabinet can be easily removed by simply taking out two screws for making piping connections. American Air Filter Co., Inc., Dept. PD, 215 Central Ave., Louisville 8, Ky.

For more details circle #317 on mailing card.

### Adding Machine Has Two "Registers"

The Duplex adding machine is a new 10-key unit in the V series. Two "registers" enable the Duplex to do the work of two machines. The operator can add or subtract in either register, one register being used for group totals while the other automatically accumulates to a grand total. The symbolization printed on the tape to identify the register action has been considerably simplified. The Duplex Model 111V21 is a compact, quiet unit, easy to operate. Monroe Calculating Machine Co., Inc., Orange, N.J.

For more details circle #318 on mailing card.



## Let HOLDEN BOOK COVERS HELP SOLVE YOUR TEXTBOOK PROBLEM

Over the years they have been leaders in the field and are recognized as the Standard of Quality.

They actually prolong the life of the book from one to three years.

HOLDEN BOOK COVERS are keyed to meet the demand of budget-minded school administrators.

They are made in nine sizes to meet the needs of modern textbooks.

**GET THE HOLDEN HABIT—IT PAYS!**

*Samples on Request*

**HOLDEN PATENT BOOK COVER CO.**  
**SPRINGFIELD, MASSACHUSETTS**

### Horizon Movable Walls Are Flexible

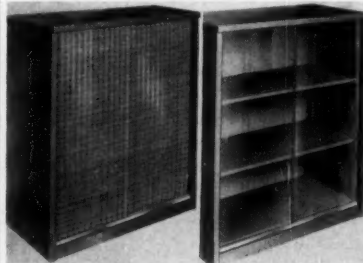
Flexibility of design, material and function is an advantage of the Horizon movable interior wall system. The walls are completely movable and provide for custom selection of panel materials, feature inserts, modules, post shapes, glass patterns and panel colors. The advanced design of the system permits custom interior walls at economical cost. Horizon walls provide ease and economy of installation and maintenance. E. F. Hauserman Co., 7516 Grant Ave., Cleveland 5, Ohio.

For more details circle #319 on mailing card.

### Steel Bookcases and Cabinets Readily Convertible

The conversion line of steel bookcases and supply cabinets can be readily converted from open faced units into sliding door cabinets. All doors are interchangeable when Borroughs sliding door tracks are added. All cabinets have sliding shelves that are adjustable without bolting.

Cases in the conversion line include units 29, 42, 78 and 84 inches high, all 36 inches wide and 12 or 18 inches deep. Borite, glass or steel doors are available for the 29 and 42-inch open faced units while the 78-inch unit is designed only for steel doors and the 84-inch unit remains open faced. Borite is a new product forming the Borroughs sliding doors. It is an unbreakable composition of plastic and fiber glass in a "Furrow" pattern. It is available in four colors, Beige, Aqua Glo,



Pinktone and Citrone Yellow, developed to harmonize with the available cabinet colors of Spring Green, Dark Green, Gray and Fall Tan. Borroughs Mfg. Co., 3000 N. Burdick St., Kalamazoo, Mich.

For more details circle #320 on mailing card.

(Continued on page 145)



School furniture by courtesy of American Seating Company, Grand Rapids, Michigan.

## JOHNS-MANVILLE TERRAFLEX<sup>®</sup> FLOOR TILE

*keeps its first-day beauty...  
reduces maintenance costs up to 50%*

You can make school interiors more cheerful and attractive with Johns-Manville Terraflex Vinyl Asbestos Tile. At the same time you can radically reduce maintenance costs.

Actual on-the-job figures show J-M Terraflex Tile cuts floor maintenance as much as 50%, when compared with the next-best resilient type flooring.

Sweeping or damp mopping is usually the only attention this remarkable flooring requires.

Terraflex Tile will outwear other types of resilient floorings of the same thickness two to one. It resists muddy tracks, chalk dust, grease, oils, alkaline moisture and mild acid solutions.

Pioneered and developed by Johns-

Manville, made of vinyl resins, reinforced and strengthened with indestructible asbestos, it is fire- and wear-resistant. J-M Terraflex Tile is used in school buildings, both new construction and remodeled projects.

For complete information and color charts, write to: Johns-Manville, Box 158, New York 16, N. Y.



# JOHNS-MANVILLE





## What's New ...

### Beautiflor Traffic Wax for Light-Colored Floors

Designed especially for use on light-colored floors of vinyl, linoleum and wood Trans-Lite is a new formula for Beautiflor Traffic Wax. It pours white and dries light, deepens colors and does not yellow, even on white floors. Made of special waxes chosen to give extra protection to floors subjected to heavy traffic, the new formula makes maintenance easier as it is quick and easy to apply, dries fast and buffs easily. S. C. Johnson & Son, Inc., Racine, Wis.

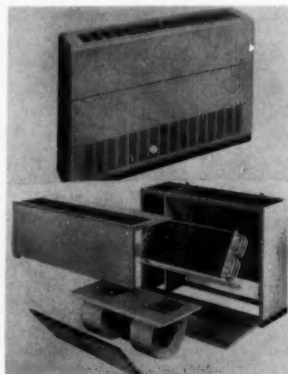
For more details circle #321 on mailing card.

### Versatile Line of Cabinet Heaters Redesigned in Style and Color

Attractive modern lines and a choice of seven colors are features of the redesigned line of American Blower cabinet heaters available in a broad range of hot water and steam ratings. The seven basic unit sizes are each available in one-row and two-row heating elements suitable for steam or hot water, and a three-row hot water element.

The redesigned cabinet heaters are offered in two types, the blow-through and the draw-through. The blow-through designs are available with three-speed motors for extra quiet operation where desired. Low-speed drives can be supplied in the

new draw-through units, also for quiet operation. Both types are available for floor, ceiling, wall or inverted mounting, non-recessed, semi-recessed, fully recessed or concealed installation. Cabinets are fabri-



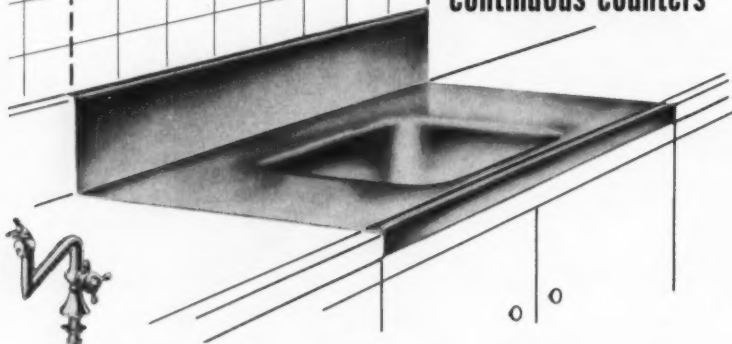
cated of heavy-gauge, die-formed furniture steel. American Blower, Div. of American Standard, Detroit 32, Mich.

For more details circle #322 on mailing card.

## HAWS

### ONE-PIECE FIBERGLASS UNIT

with squared ends for  
flush mounting in  
continuous counters



DRINKING FOUNTAINS



PANTRY FAUCETS



LABORATORY FAUCETS

For commercial, school, industrial and residential use ...

HAWS Series 2800 is a one-piece fiberglass molded unit with integral receptor and deck-top. No cracks or joints for water accumulation. It's specifically designed for simple installation in continuous counters; squared ends butt snugly against adjacent counters. Decks slope to receptor for complete, unhindered drainage.

Fiberglass finish is colorful and durable! You can choose from five decorator colors at no extra cost! Choose your pantry faucet and fountain fixtures, too, from HAWS complete line of facilities for every purpose.

ARCHITECTS, BUILDERS, SCHOOL OFFICIALS ... here's an idea worthy of your attention. Write for illustrated literature, today.

# HAWS

## DRINKING FAUCET COMPANY

1441 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA

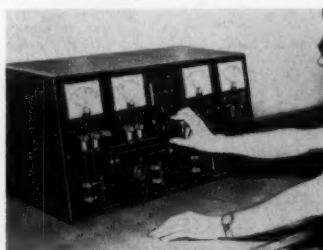
### Squeeze-Bottle Dispenser for Dust Control

Liquid Velva-Sheen, the sweeping mop treatment for dust control, is now offered with an eight-ounce plastic squeeze bottle. The refillable dispenser is designed for quick and convenient treatment with Liquid Velva-Sheen of dust cloths and dusting mops used for daily maintenance of floors, woodwork and furniture. The product is also available in aerosol cans, 12 and 32-ounce bottles, one gallon cans and 5, 15, 30 and 55-gallon drums. Majestic Wax Co., 1600 Wynkoop, Denver 2, Colo.

For more details circle #323 on mailing card.

### Crow Electri-Panel Is All-Purpose Instrument Test

An all purpose instrument test panel with a variable AC-DC power supply is offered in one space-saving cabinet in the Crow Electri-Panel Model 625. The new unit includes four large precision meters for study of circuitry, electroplating, AC-DC motors and generators and other equipment. Meters are fused for optimum safety and plug connections permit continuous output monitoring or separate use of all



four meters. The new panel is designed for use with Crow equipment or other electrical instruction equipment in the laboratory, shop or classroom. Universal Scientific Co., Inc., Vincennes, Ind.

For more details circle #324 on mailing card.

(Continued on page 146)



"TWO on the aisle"



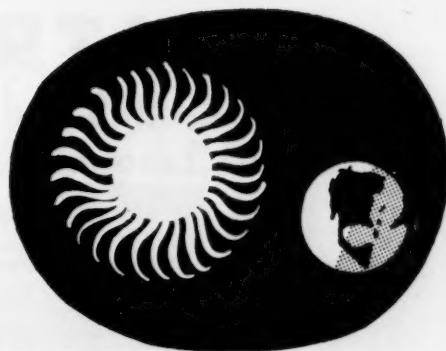
## two or two thousand!

For church, school or hospital . . . wherever you need good public seating, Hampden makes the chair you are looking for. All-steel, decorator-designed in a variety of styles, Hampden folding chairs offer you top quality at unbelievably low cost! For detailed information on the most complete line of adult and juvenile public seating, write today direct.

**Hampden**  
HAMPDEN SPECIALTY PRODUCTS, INC.

Easthampton, Massachusetts  
Department HS-2

Distributors throughout  
the United States



## CORONET SCIENCE FILMS

teach more in less time

simplify otherwise difficult concepts

make science more appealing

are up-to-date in subject matter and fresh  
in approach

In this period of emphasis on science at all grade levels, educators must be alert to ways of teaching science of high quality faster, and more interestingly. Films are an ideal method, since they can show quickly what verbal instruction may take hours to present . . . while maintaining the highest teaching standards. As an indication of Coronet's huge production program in various fields of science, all the films listed below have been released during the past twelve months!

**Grades 1-3** The Big Sun and Our Earth  
How Birds Help Us  
How Insects Help Us  
How Trees Help Us  
How Water Helps Us  
Living and Non-Living Things  
Mr. and Mrs. Robin's Family  
We Explore the Woodland  
What Do We See in the Sky?

**Grades 4-6** Adaptations of Plants and Animals  
Fossils: Clues to Prehistoric Times  
Understanding Our Earth:  
Rocks and Minerals

**Grades 7-12** Animals with Backbones  
Behavior in Animals and Plants  
How Green Plants Make and Use Food  
How Living Things Change  
The Human Body: Digestive System  
Reproduction in Animals  
Simple Plants: Algae and Fungi

For full information on these and more than 100 other Coronet 16mm sound motion pictures in science, use the coupon to request the new 100-page catalogue of educational films.

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# AJUSTRITE

## CHAIRS and STOOLS for

### CLASSROOM



Permits proper seat height for both standard and higher requirements.

### LABORATORY



AJUSTRITE was first designed and made specifically for laboratory use.

### VOCATIONAL



AJUSTRITE offers many advantages to the effectiveness of instruction and practice.



Model TSC 1520

A posture type chair with seat adjustment of 16" to 21", backrest horizontal and vertical adjustment of 5". Ideal for teaching and practicing posture in typing and other business classes. Some science classrooms and laboratories use this type to advantage. Also comes with higher adjustment ranges. Reasonably priced.

The most popular AJUSTRITE stool. Seat adjusts 18" to 27"—has 13" diameter steel seat; hardwood seat, backrest, floor glides optional. All metal construction for lifetime durability. This one stool meets most requirements in majority of laboratories and shops which would otherwise need several sizes of ordinary stools.

32 MODELS IN THE AJUSTRITE LINE



Model S 1827

**GUARANTEED**  
against failure due to defective material or workmanship for a period of 10 years.

**FREE TRIAL**  
Samples furnished for 30-day trial without obligation. Send for illustrated folder.

**AJUSTO EQUIPMENT CO.**  
515 Conness St., Bowling Green, Ohio



**SPLIT ADJUSTMENT**  
... to any  
Height Desired



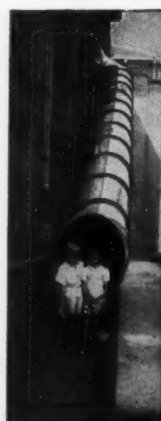
Spiral Type

## SLIDE TO SAFETY...

In 63 actual fires, Potter Slide Fire Escapes evacuated everyone in plenty of time, without confusion or injury.

Adaptable to all types of occupancy and for installation on the interior as well as the exterior.

Return the coupon below for information and a representative if desired.



Tubular Type

Tested and Listed as Standard by Underwriters' Laboratories, Inc.

### POTTER FIRE ESCAPE COMPANY, CHICAGO 45, ILL.

- ☐ Mail copy of new catalog.
- ☐ Have fire escape engineer call with no obligation.

Submit estimate and details on ..... escapes.

Signed.....

Address.....

City.....

## What's New...

### Economy Folding Chair Has Tubular Steel Frame

Minimum price is combined with maximum comfort and strength in the new Samsonite Economy Folding Chair. The



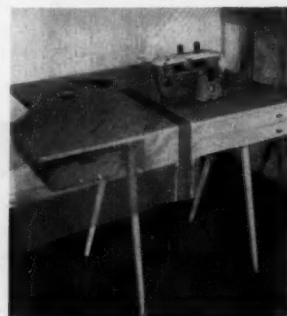
all steel tubular frame finished in black or bronze has a back support for comfort and plastic "feet" to protect floors. The padded seat is covered with washable durable vinyl in a choice of three colors. The chair is also available with enameled all-steel frame and seat. Shwayder Bros., Inc., 4270 High St., Detroit 29, Mich.

For more details circle #325 on mailing card.

### Three-Way Table-Desk for Singer Sewing Machine

The No. 430 School Desk is an attractive and practical three-way unit for use with Singer Sewing Machines. It serves as a desk, cutting table and sewing machine table, and can be used for the all-purpose classroom that accommodates both sewing and study classes. Use of the new desk removes the need for separate cutting tables, making room for more sewing machines. The removable panel slips into place as an extension when the machine head is lowered, transforming the sewing desk to a cutting table 43 by 37 inches, permitting the handling of bulky fabrics.

The three-way Singer Sewing Machine School Desk has handsome modern lines with tapered legs. Slides for tote trays are provided at the left of the machines in the new tables. A pair of brass-handled drawers offer storage space to the right. The Formica finish in blonde or walnut is not only attractive, but is impervious to ordinary abuse and is easily cleaned. The new



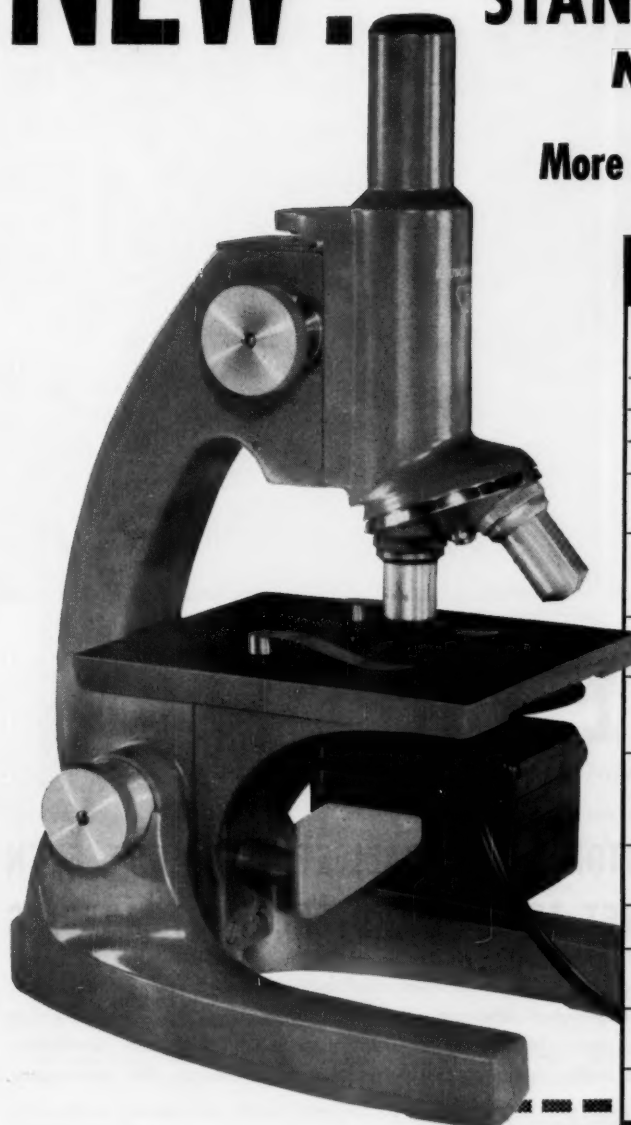
School Desk can be equipped with Singer Slant-O-Matic, Slant-Needle, or Straight-Needle Sewing Machine heads. Singer Sewing Machine Co., 149 Broadway, New York 6.

For more details circle #326 on mailing card.  
(Continued on page 149)

# NEW!

## BAUSCH & LOMB STANDARD TEACHING MICROSCOPES

**More Microscope per Budget Dollar!**



### COMPARE! SEE FOR YOURSELF!

	B&L SERIES ST MICRO- SCOPES	SCHOOL MICRO- SCOPE "A"	SCHOOL MICRO- SCOPE "B"	SCHOOL MICRO- SCOPE "C"
Price	\$117	\$115	\$117	\$118
Full standard size	YES	NO	NO	YES
Modern design	YES	YES	NO	NO
Standard operation, separate coarse and fine adjustments	YES	NO	NO	YES
4mm objective Flattest field Best contrast At least 0.55 N.A.	YES YES YES	NO NO NO	NO NO NO	NO NO YES
Long fine adjustment travel (Easier, more precise focus)	YES	NO	NO	YES
Long tube travel per knob revolution (Easier, more precise focus)	YES	NO	NO	YES
Prefocusing gage (Saves instruction time, reduces damage to objectives and slides)	YES	NO	NO	NO
Cone-top eyepiece (More comfort for spectacle-wearers)	YES	NO	NO	NO
Largest stage (140mm x 115mm)	YES	NO	NO	NO
Low-position fine focus (Comfortable operation)	YES	NO	NO	NO
Wear-resistant stainless steel focusing slides	YES	NO	NO	NO
Heavy metal casting (Stable, longer wear)	YES	NO	YES	YES

SEE FOR YOURSELF IN  
**FREE DEMONSTRATION!**  
MAIL COUPON TODAY!

**BAUSCH & LOMB**



**BAUSCH & LOMB OPTICAL CO.**  
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- ☐ Please schedule an obligation-free demonstration of  
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- ☐ Send me informative Folder D-1074.

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TITLE .....

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CITY ..... ZONE ..... STATE .....



# This wax won't water spot



**The Man Behind the Drum**  
showed this new  
Northern Michigan  
School there is  
an answer!

Superintendent Robert Beauchamp (standing) agrees with Bob Rarick that *Crystal Seal-O-San*® provides a tough, non-skid, glare-free surface yet preserves all the natural color and hardwood beauty of the floor.

## HUNTINGTON WEATHERALL STAYS BRIGHT, EVEN AFTER WET TRAFFIC AND FREQUENT MOPPING

*How do you keep a school floor shiny when water and slush are tramped in?* The solution at the new Mackinaw High School, Mackinaw City, Michigan: *Weatherall Wax*—the heavy-duty wax designed to protect flooring against moisture and to stay bright and blemish-free, even under wet traffic conditions and the frequent damp mopping that is necessary.

*Weatherall* is just part of the simple but complete interior maintenance program installed at the Mackinaw School by the Huntington representative, R. W. Rarick. School officials are pleased because it's already apparent that this program is saving time for the custodians to get other work done. And the exposed surfaces of expensive building materials are getting good protection. Superintendent Beauchamp said, "I was surprised at the difference a few products designed especially for school building maintenance could make. We get better cleaning with less fuss and bother than ever before."

A Huntington representative can tailor a sound maintenance program for you based on varied experience, high quality products and personal skill. The end result can be a considerable saving in time and money. If you have cleaning problems, ask for the help of your Huntington representative. There's no obligation, of course.

**HUNTINGTON  LABORATORIES**  
INCORPORATED

Huntington, Indiana • Philadelphia 35, Pennsylvania • Toronto 2, Ontario





## What's New ...

### Kard-Up Filing System Combines Vertical and Visible

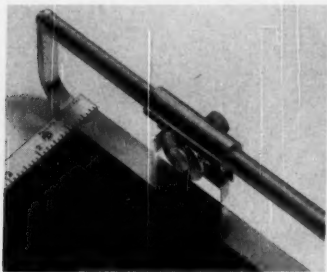
The new Kard-Up filing system employs the specially designed Kard-Up folders, permitting the use of the visible signal system of Kardex with a vertical card file. It is available in six by four card size, punched-card size and eight by five card size.

A transparent Transoloid plastic strip across the top of the Kard-Up folder, with die-cut flaps at the base, permits the title card to be elevated above other cards in the folder. Transparent signals provide visible signalling, with all related records in the folder. The system accommodates nearly all types of records and has other features for versatile and efficient operation of the files. **Remington Rand Div. of Sperry Rand Corp., 315 Fourth Ave., New York 10.**

For more details circle #327 on mailing card.

### Safety and Versatility Featured in Paper Cutter

The round cutting wheel on the new Safety Paper Trimmer is well guarded to ensure safety in use. There is nothing to lift and no obvious knife to cause accidents. Fine alloy steel is used for the



cutting wheel and edge while the base board is made of non-staining anodized aluminum with nylon bearings and rugged all-gear drive.

The Safety Trimmer can be used for cutting paper, light board and cloth with a clean edge, and for contour cutting with curves and other shapes. The lightweight unit weighs less than four pounds and is available with a cutting edge 12 or 20 inches in length. **Gaylord Bros., Inc., 155 Gifford St., Syracuse 1, N.Y.**

For more details circle #328 on mailing card.

### Prismapastels in Sticks and Pencils

Insoluble, light-fast pigments are used in the new Prismapastels which are available in stick form and in pencils. An exclusive basic ingredient is used to ensure responsiveness of the pastels to paper. A secret binder ensures uniform color deposit and every inch of the slow-wearing sticks is ready for instant use.

Special methods of blending and refining used in their making, plus continuous extrusion under high pressure, produce the pastel sticks with a smooth, dustless surface. Prismapastels in pencil form are similarly formulated. Both are available in a wide range of 60 vivid colors. **Eagle Pencil Co., 703 E. 13th St., New York 7.**

For more details circle #329 on mailing card.

### Automatic Typewriter Desk Adjusts Quickly and Easily



A counterbalanced adjusting mechanism which is activated by left and right hand

torsion bars "floats" the entire desk surface to the desired height in the new Brunswick automatic typewriter desk. Engineered for stability and quick and easy adjustment, the new desk is a versatile, functional unit. The entire 20 by 34-inch desk surface locks securely into position when set. The plastic topped, right hand work area is 17 by 20 inches and has an 18-inch pull-out dictation ledge. Ample storage space is provided for notebooks, pencils and a dictionary.

The steel-rod book rack is placed for convenience and, with the privacy panel and the heavy-gauge, swaged, tubular steel legs, forms the rugged Sage Gray under-structure. The new desk is designed for use in commercial schools, high schools and offices. **The Brunswick-Balke-Collender Co., 623 S. Wabash Ave., Chicago 5.**

For more details circle #330 on mailing card.

(Continued on page 152)

## NATIONAL Synchronous Electric Program Clock



RINGS THE BELLS  
*Automatically*



### A PROGRAM CLOCK IS THE KEY TO A SMOOTH RUNNING SCHOOL ADMINISTRATION

A dependable NATIONAL PROGRAM CLOCK coordinates the time distribution for each subject in every class room by a series of regular signals. If desired, it can be set to ring warning bells shortly before ending of the class period to aid teachers in properly concluding the subject in that class. Where the platoon system is used, tardy bells, after adequate passing time, will help to facilitate movement of the students from class to class . . . get them seated on time.

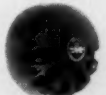
Push buttons are provided for special manual ringing of signals with switches to cut off the automatic ringing of bells when not needed.

Tuned to Arlington Time, NATIONAL PROGRAM CLOCKS are accurately controlling programs in thousands of schools throughout the nation.

### MONITOR-TYPE (UNDER-DOME) VIBRATING BELLS



No. 806



No. 806—  
Guard Added

National-Lake Monitor Type Bells are made in five sizes, ranging from 4" to 12" gong size. The gong shell covers the entire signal mechanism (enclosed in a cast aluminum housing containing bell coil, plunger and terminal strip) and the backplate that mounts to wall or outlet box. Easy to install, requiring little space, the Monitor is truly the MODERN bell for new installations.

For existing installations, these bells may be tied into and operated in conjunction with the old style "gong-below-mechanism" bells.



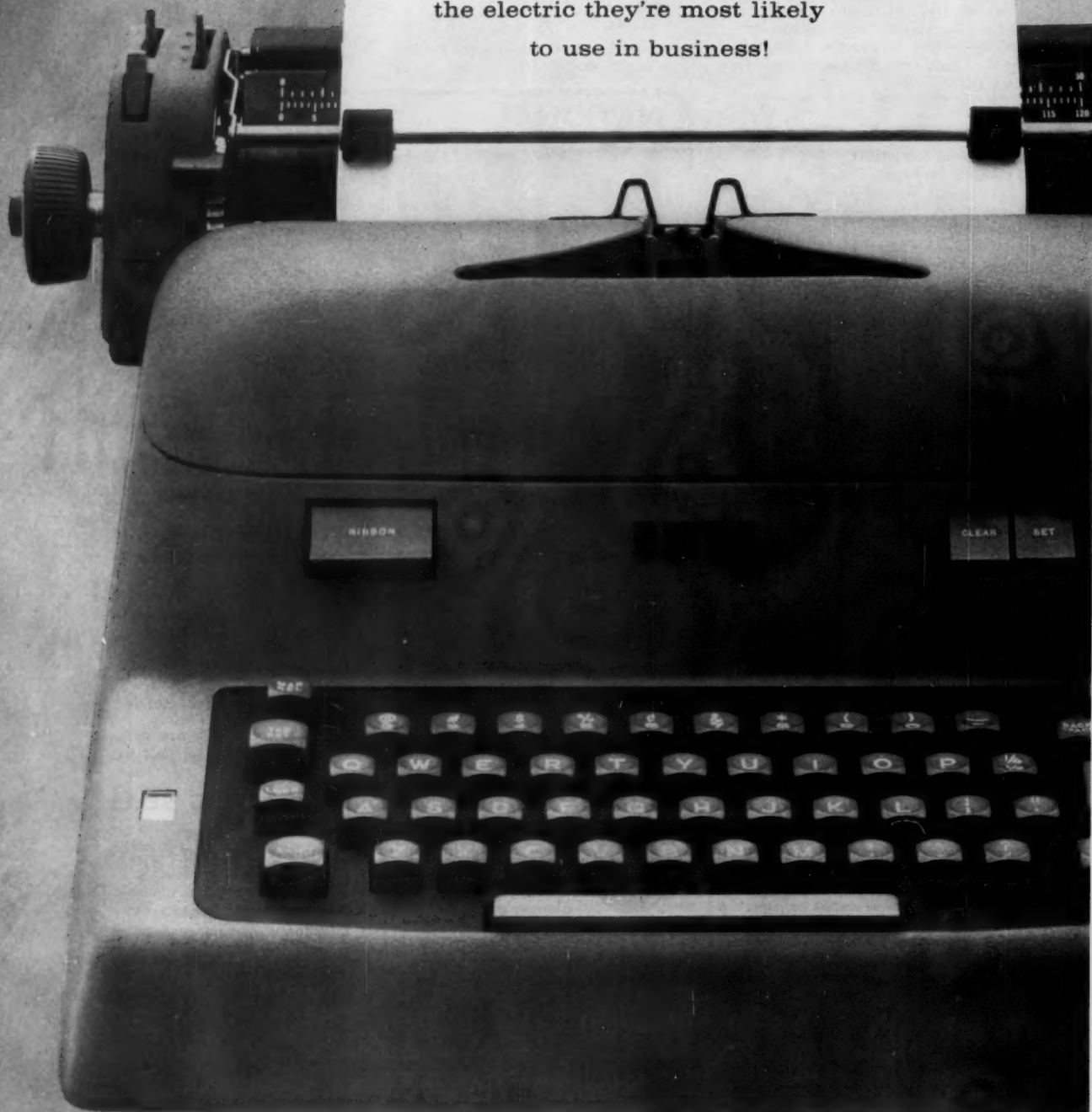
No. 804  
Monitor  
Bell

Write for  
Bulletin  
223

**NATIONAL TIME & SIGNAL CORPORATION**  
21800 WYOMING AVENUE      DETROIT 37, MICHIGAN

# prena

For the finest typing preparation  
train your students on the IBM—  
the electric they're most likely  
to use in business!



25 YEARS AGO IBM introduced its first electric typewriter...

# ration



From classroom to office, the switch is to electrics—and IBM is the favorite by far!



Today more and more businessmen are switching to electric typewriters because they're assured of better, more distinguished typing. And the IBM is the favorite by far! That's why, for future jobs in the business world, student training on an IBM is very important.

And since the IBM is the simplest electric in design and operation—the most dependable in performance . . . school administrators will find its maintenance cost is amazingly low.

Your IBM representative will show you the surprisingly low per-student cost of IBM Electrics for your school. Why not call him today?



**IBM**

**ELECTRIC  
TYPEWRITERS**

this year IBM continues its leadership with its one millionth electric typewriter!



## What's New ...

### Plan-n-Print Kits Visualize Planning

Planning of floors, classrooms, laboratories, kitchens and other areas of the school can be done simply and quickly



with the new Plan-n-Print Kits. The compact, portable, all-purpose package includes magnetic templates stored at the top of the carrying case on a metal board; printing paper; steel-faced board; plastic grid sheet, and the carrying case, in the top of which are the specialized lamps for exposing the printing paper. The unit is available for use with any type of electric current specifications.

Printing paper is placed on the steel-faced board and the plastic grid sheet, available with any desired line spacing, is laid on the sensitized paper. Areas to be planned are outlined to exact scale on the flat, dimensionally stable surface of the plastic grid sheet. Magnetic templates in the proper scale are moved in the area in the most desirable arrangements, holding

the grid sheet and sensitized paper in position. When the desired arrangement is completed, the plan is exposed to the proper current and, without a dark room, prints are made.

The Plan-n-Print Kit system facilitates planning and discussion by various interested individuals as well as by building committees, boards of directors, architects and engineers and other groups. It is easy to use and can also be used for planning outdoor facilities. **Templan Incorporated, White Pigeon, Mich.**

For more details circle #331 on mailing card.

### Power Roof Exhauster Features Quiet Operation

The new Gyra-Flo Power Roof Exhauster is designed to control the flow of air, keeping turbulence and discharge losses to absolute minimum and providing noiseless operation. It is designed for ventilating schools, hospitals and other institutions where roof ventilation is applicable. The wheel of the belt-driven unit is of the backward curve type, featuring steep pressure curves and non-overloading power characteristics, resulting in quiet operation. It is constructed of stainless steel or other alloys, depending upon specific requirements, and the base is floated at four points on rubber to diminish magnetic hum and vibration. The entire unit is designed for ease of maintenance. **Chicago Blower Corp., 9863 Pacific Ave., Franklin Park, Ill.**

For more details circle #332 on mailing card.

(Continued on page 154)

### Water Pick-Up Machine Suctions Floors Dry

Sudsy water and dirt are quickly suctioned up from floors with the "SpeedDry" water pick-up machine. Mopping up and



wringing out are eliminated with the new machine which picks up dirt along the entire 24-inch width of the intake head. The self-contained unit is easily mobile and operates without hoses, wands or other attachments. The operator merely walks through the wet area with the "SpeedDry," leaving a dry floor behind. The machine works equally well on wood, tile, concrete or asphalt surfaces and picks up water moisture between seams and in cracks. Rubber wheels at the ends of the intake head protect walls from marring. **Nobles Engineering & Mfg. Co., 1131 Olympic Blvd., Santa Monica, Calif.**

For more details circle #333 on mailing card.

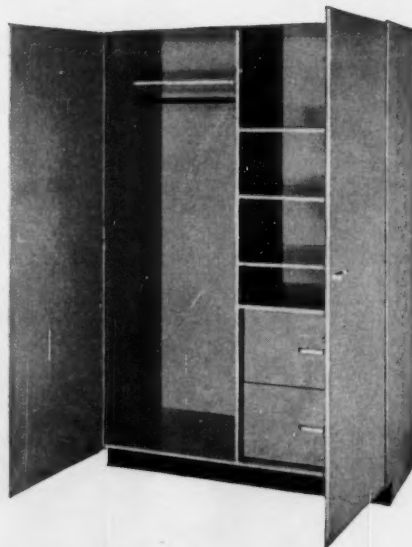
## NATIONAL MULTI-PURPOSE CLASSROOM CABINETS

THE ONLY CABINETS COMPLETELY SURFACED  
BOTH INSIDE AND OUT WITH NEVAMAR



Illustrated: Sink Cabinet

National Multi-Purpose Cabinets meet every possible need in today's classroom. These interchangeable units provide every storage facility as well as perfect work surfaces. Surfaced inside and out with super-smooth NEVAMAR, the high-pressure laminate that never needs refinishing. Completely vermin-proof. Resists stains, scars and scratches. Honey maple finish.



Illustrated: Teacher's Storage Cabinet



SEE OUR EXHIBITS  
AT THE NEA SHOWS . . .

San Francisco: March 8 to 11  
Cleveland: March 29 to April 1

Also at Catholic Educational Association,  
Philadelphia, April 8 to 11.

## NATIONAL SCHOOL FURNITURE COMPANY

Div. of National Store Fixture Co., Inc.

• ODENTON, MARYLAND





## WE WANT MAPLE!

"Floors instead of doors," "The boys have it, why can't we?" demand the placards. "We want maple!" shout the high school girls in East St. Louis, Illinois. They march en masse into the school board meeting to insist on maple flooring for the girls' gymnasium in the new East St. Louis Senior High School. They explain to the board members their reasons for wanting maple. "Substitute floors hurt their feet," they say, "and provide a poor surface for games." For the small extra cost, they feel maple flooring is well worth it.

The board listens to their plea and considers, weighs the advantages of maple against substitute flooring... and then changes the plans. The girls win the day.

They argued so strongly because they *play* in gymnasiums and *know* there's a lot of difference in quality between maple flooring and substitutes. And the board had to agree that the big difference in quality was worth the small difference in cost.

Don't you?



Photo courtesy East St. Louis Journal. Faces obscured in accordance with state privacy laws.



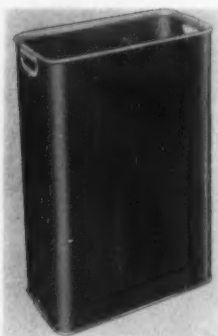
## ROBBINS FLOORING COMPANY

Reed City and Ishpeming, Michigan

Manufacturers of Ironbound\* Continuous Strip\* Maple Flooring, PermaCushion\* Resilient Floors and other hardwood flooring.

\*T.M. Reg. U. S. Pat. Off.

## What's New ...



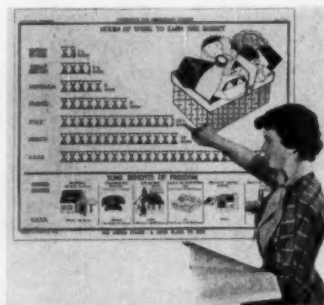
### Rectangular Waste Basket Has Rounded Corners

Practically indestructible vulcanized fiber is used to form the new round-cornered rectangular Fiberok waste receptacle. It is reinforced with a rustproof galvanized steel channel at the top and bottom, has two metal reinforced hand holes at the sides, and a recessed bottom to facilitate handling and emptying. The new waste basket is available in brown, gray or green in bright lacquer finish, in two standard sizes: 20 by 10 by 30 inches high and 20 by 10 by 24 inches high. Federal Fibre Corp., 37-10 Tenth St., Long Island City 1, N.Y.

For more details circle #334 on mailing card.

### 32 Charts in Citizenship Education Series

A series of "Citizenship for Democracy" charts is available to bring lively

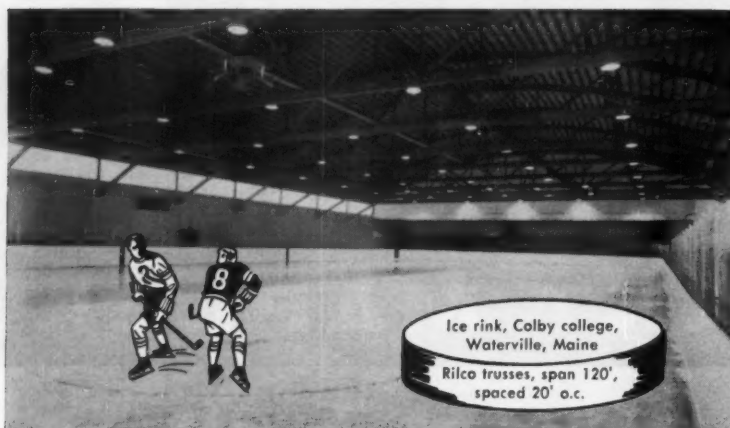


meaning to citizenship education. Edited by Stanley Dimond of the University of Michigan and Miles Beamer of Northern High School, Detroit, the charts present geographically and pictorially the facts needed to help pupils understand the facts of citizenship.

The extra large, 50 by 38-inch charts are printed in color on manila or hand mounted on muslin. There are 32 charts in the series which is designed to coordinate with the usual junior high school civics and senior high school problems courses. A. J. Nystrom & Co., 3333 Elston Ave., Chicago 18.

For more details circle #335 on mailing card.

## "Rilco trusses worked out excellently"



Ice rink, Colby college,  
Waterville, Maine

Rilco trusses, span 120',  
spaced 20' o.c.

Concerning Rilco laminated members used in the Colby college ice rink, Mr. George Whalon, superintendent of buildings and grounds, writes: "I must say that the Rilco trusses have worked out excellently. We do not have a condensation problem. They have a mellow rustic look to them. It is a very handsome installation."

Schools and colleges everywhere find Rilco laminated members are especially suited to their type of construction. Sturdy Rilco arches, and beams are stronger—provide greater clear span with less weight—require little or no maintenance—are proved firesafe. (Tests show laminated wood members are slow-burning, retain their tremendous strength under intense heat that melts or collapses other structural materials.)

Classrooms, gymnasiums, auditoriums, natatoriums, ice rinks—all can be built better—look better—for less with Rilco. Examples will be sent gladly—no obligation, of course. Just write your closest Rilco office.



**RILCO LAMINATED PRODUCTS, INC.**

W819 First National Bank Building  
Saint Paul 1, Minnesota

DISTRICT OFFICES: TACOMA, WASH. • FORT WAYNE, IND. • NEWARK, N. J.

### Milk Shake Dispensers in Streamlined Design

The Silver Anniversary line of Sweden Freezer soft-serve and milk shake dispensers features the streamlined, space saving lines used in contemporary furniture and appliance design. Flush sides and squared corners are used to permit installation of the machines in groups of two or more for multiple dispensing, and for installation with other fountain equipment.



The new milk shake machines occupy minimum floor space while maintaining established high production. Other counter equipment fits smoothly against the new machines making an efficient and attractive installation. Sweden Freezer Mfg. Co., 3401 17th Ave. W., Seattle 99, Wash.

For more details circle #336 on mailing card.  
(Continued on page 156)



# A New Concept

## IN MODERN CLEANING

# TORNADO®

## SERIES 300

### QUIET TYPE VACUUM CLEANER

This newly developed Tornado vacuum cleaner brings a new speed, efficiency and mobility into institutional and industrial cleaning.

Inside this compact internal filter machine, suction speeds up to 375 MPH are developed to assure one-stroke pickup.

What's more it picks up anything from dust to metal chips—water, suds or oil.

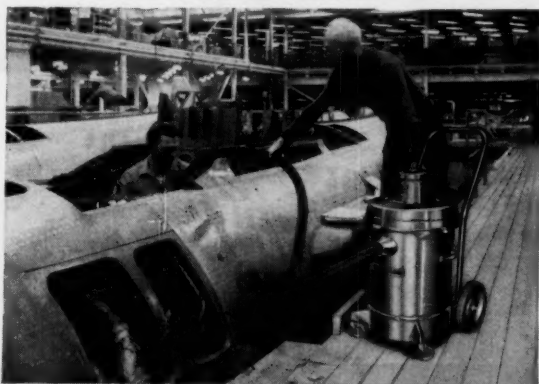
Move the Tornado 300 with ease on casters or use the carrier with 10" rear wheels and handle to negotiate stairs and uneven floors.

Whether you're cleaning from floor to ceiling in maintenance or using suction cleaning on the production line, you're in for a big, pleasant surprise when you see the Tornado 300 in action.

Want to see the Tornado 300 in action? Just drop a line and we'll send a Tornado cleaning engineer to demonstrate in your plant or place of business.

Write For Bulletin 879

#### FOR INDUSTRY



#### FOR INSTITUTIONS



# BREUER ELECTRIC MFG. CO.

5098 N. RAVENSWOOD AVE.  
CHICAGO 40, ILLINOIS

## What's New ...



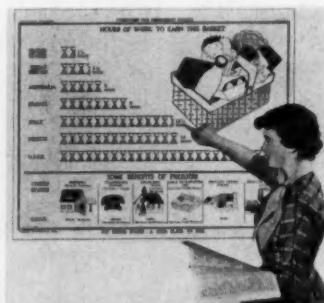
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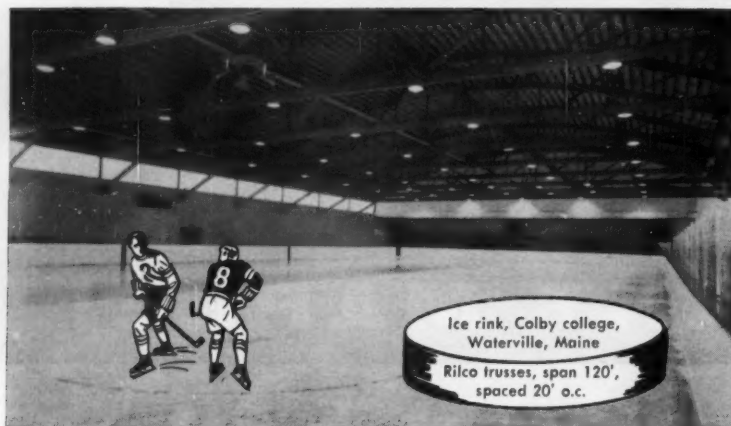


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DISTRICT OFFICES: TACOMA, WASH. • FORT WAYNE, IND. • NEWARK, N. J.

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The new milk shake machines occupy minimum floor space while maintaining established high production. Other counter equipment fits smoothly against the new machines making an efficient and attractive installation. **Sweden Freezer Mfg. Co., 3401 17th Ave. W., Seattle 99, Wash.**

For more details circle #336 on mailing card.

(Continued on page 156)





# A New Concept

## IN MODERN CLEANING

### **TORNADO**<sup>®</sup>

#### **SERIES 300**

#### **QUIET TYPE**

#### **VACUUM CLEANER**

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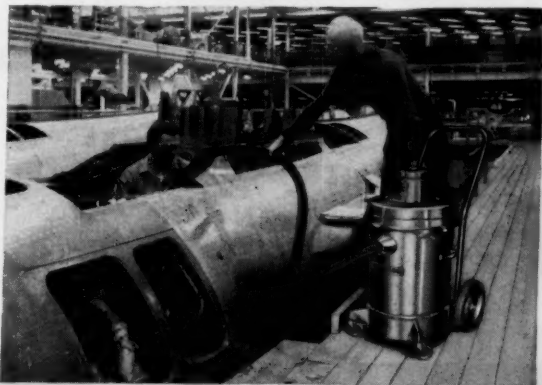
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Write For Bulletin 879

#### **FOR INDUSTRY**



#### **FOR INSTITUTIONS**



## **BREUER ELECTRIC MFG. CO.**

5098 N. RAVENSWOOD AVE.  
CHICAGO 40, ILLINOIS

## What's New ...

### Activity Counter Register Facilitates Lunch Reporting

All the necessary information for government forms required in connection with



federally-subsidized school lunch and milk programs is provided with the new R. C. Allen Cash Register. The activity counter machine gives immediate and convenient breakdown of information required for government reports. Activity counters under a locking cover plate provide running totals of the various fixed-price items in the school lunch program. At the end of the lunch period, the cafeteria manager can unlock the cover plate, record the totals from the activity counters and reset the counters by hand to 000. Cash sales are printed in black and totaled for balancing of cash.

The low priced Model 310-K5 has a capacity of 999 and each has its own reset knob. The machine has other features to

make it an efficient unit for school cafeterias. A charge key prints in red but does not add. Cash sales are printed in black, for quick balancing of cash in the drawer. Larger capacity activity-counter cash registers are also available at economical prices for school use. R. C. Allen Business Machines, Inc., 678 Front Ave., N. W., Grand Rapids, Mich.

For more details circle #337 on mailing card.

### Boiler-Burner Packages in Varied Sizes

Kewanee Scottie Jr. Boiler and Iron Fireman burners for gas, oil or combination gas-oil firing are now available in factory assembled packages ranging from 18 to 92 horsepower. The units are completely integrated and available in eight sizes of high pressure packages and eight sizes of low pressure packages.

The new package units feature completely automatic forced-draft firing, requiring only vent pipe regardless of boiler room location or atmospheric conditions. The units may be ordered completely assembled with burner, blower, controls, fittings and trim in place, and fire-tested at the factory. If preferred, the boiler can be shipped first and the burner at a later date for field mounting. All boiler materials and construction comply with the specifications of the A.S.M.E. Code and the burner is listed by Underwriters Laboratories, according to the report. Kewanee Boiler Division, American-Standard, 101 Franklin St., Kewanee, Ill.

For more details circle #338 on mailing card.

(Continued on page 158)

### Popcorn Machine

#### In Floor or Counter Model

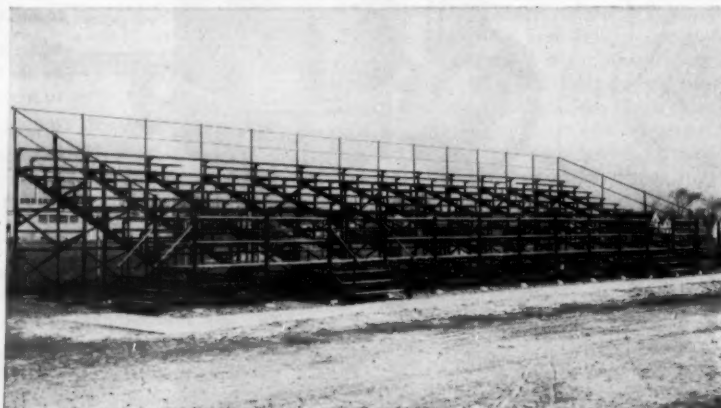
The new Cretors 1958 Holiday model popcorn machine designed especially for use in schools, has many features of the larger commercial machines. Available either in the counter model pictured, or with a base forming a floor model, the 1958 Holiday has a welded steel frame, stainless steel interior and drop shelf for sanitation and ease of cleaning, circulated forced heat, and a new top drive, top supported, 12-ounce capacity, all-steel electric kettle which is thermostatically controlled. The circulating heat assures crisp, hot popcorn.

The machine is simple to operate, easy to clean, readily moved from one location to another, and gives trouble-free service.



It was designed especially to give large machine service at a cost within reach of the school budget. Cretors, Popcorn Bldg., Nashville, Tenn.

For more details circle #339 on mailing card.



### Your Fans Can See Better from a Snyder Stand!

The reason is simple—more rise per row—better angle of visibility. Snyder Stands have a 12½% greater rise than the standard of the industry.

Snyder Stands are all steel (except seats and foot-boards)—that means extra safety, extra long life, and lowest maintenance costs.

For full information write Department B.

**PORTABLE • SECTIONAL  
PERMANENT  
INDOOR • OUTDOOR**

**SNYDER TANK CORPORATION**

BLEACHER DIVISION • P. O. BOX 14, BUFFALO 5, NEW YORK

# Only new '58 Dodge School Bus Chassis have all 12 of these quality features

1. Stronger, channel-type front bumper
2. New dual headlights
3. Independent headlight circuits
4. Increased power, up to 218 hp.



5. Double-wrapped front spring eyes
6. Full air brakes (available on S600 and S700 models)
7. Recessed safety steering wheel
8. Extra-sharp turning
9. Driver-adjustable hand brake
10. 6-speed Torqmatic transmission (opt.)
11. Increased brake lining area
12. Tubeless tires standard

Only *one* 1958 school bus chassis, the new Dodge Power Giant, offers the combination of high-quality features listed here. And they all add up to one big fact . . . Dodge provides extra safety and dependability for your school children.

Take brakes, for instance. Although Dodge brakes exceeded NEA requirements last year, the new 1958 brakes have *even more* lining area for additional stop power as well as extra brake-lining life.

Certainly, it makes good sense to get the school bus chassis that gives you the most for your money. And when you check your Dodge dealer you'll find Dodge is among the very lowest in price. That's why it's the safest "best buy" for your school.

## **DODGE POWER GIANT SCHOOL BUS CHASSIS**

**accommodate standard bodies to carry 30 to 66 pupils**

## What's New ...

### Stainless Steel Hand Sink for Food Preparation Areas

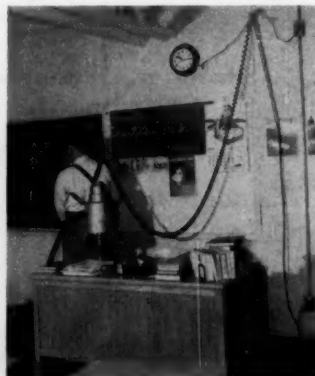
Designed to comply with health regulations requiring installation of hand washing sinks in areas where food is prepared or dispensed, the new Seco Stainless Steel Hand Sink is available in two models, 11 by 15 by 6 inches and 15 by 20 by 6 inches in size. The die-stamped stainless steel bowls are one-piece, fully coved and furnished complete with chrome plated combination hot and cold faucet with gooseneck spout, strainer type waste, chrome plated tail piece, chrome plated "P" trap with cleanout cap, and bracket



for wall mounting. Seco Company, Inc., 4560 Gustine Ave., St. Louis 16, Mo.  
For more details circle #340 on mailing card.

### Vacuum Mop Cleaning Facilitated With "Skyhook"

Krako Power Vacuum Mops for efficient cleaning of floors and walls are easily carried while in use. A new attachment, designated the "Skyhook," solves the problem of snagging the long electric cord neces-



sary in carrying the cleaning unit while in use. With the "Skyhook" attachment, the cord is held up on a wall or ceiling hook, giving it the needed flexibility without danger of hooking it on furniture and other objects. Cleaning is thus simplified and speeded. Krako Division of Toledo, 3128 Bellevue Rd., Toledo, Ohio.

For more details circle #341 on mailing card.



## Over a million children are now **PLAYING SAFE** on **WALK-TOP**

Walk-Top is the smooth, resilient surfacing material developed especially for play areas.

Across the nation, school executives are selecting Walk-Top for sealing and surfacing play areas, both on existing pavements and on new construction.

The reason: *Walk-Top provides a safe, smooth, non-abrasive surface at a very low cost.*

Our office nearest you will provide full information.



### American Bitumuls & Asphalt Company

320 Market St., San Francisco 20, California  
Baltimore 3, Md. St. Louis 17, Mo. Perth Amboy, N. J.  
Mobile, Ala. San Juan 23, P. R. Cincinnati 38, Ohio  
Inglewood, Calif. Oakland 1, Calif. Tucson, Ariz.  
Portland 7, Ore.

**WALK-TOP® IS ONE OF THE FAMOUS LAYKOLD FAMILY OF QUALITY ASPHALT PRODUCTS**

### Portable Tape Recorder Is Self-Contained Unit

The self-contained, single-case Continental tape recorder is a three-speed, portable unit. The dual-track unit has advanced design and offers maximum versatility in both speech and music recording. The special Philips magnetic head is said to permit extended high-frequency response, even at slower speeds. All functions are



controlled by piano-key pushbuttons. The built-in loudspeaker is the Norelco twin-cone wide-range design and the dynamic microphone provides high-fidelity quality. North American Philips Co., Inc., High Fidelity Products Div., 230 Duffy Ave., Hicksville, L.I., N.Y.

For more details circle #342 on mailing card.

(Continued on page 160)



Consoweld 10 Platinum Walnut pattern is the wainscoting shown here around the trophy room and office of Stevenson High School, Stevenson, Washington.

Architects: Freeman, Hayslip, Tuft & Hewlitt.

Installed by: Arcraft Linoleum & Shade Co.,  
Portland, Oregon.

Consoweld supplied by: Floor Covering Distributors, Portland, Oregon.



## Consoweld 10 on School Corridor Walls Will Save \$200 A Year, Says Architect

In addition to the color, beauty, and durability that Consoweld wainscoting provides, the saving on maintenance alone will be around \$200 a year, based on elimination of painting every three years, according to P. A. Hewlitt, the architect.

At Stevenson (Wash.) High School, the architects used about 7600 square feet of Consoweld 10, the extra-thick (1/10-inch) laminated plastic panels. This was installed directly over gypsum lath, with Consoweld's Twin-Trim matching mouldings at seams. A two-man team installed about 700 square feet per day. Men who installed the panels said that even though this was their first experience with it, they had no trouble whatever installing Consoweld—in fact, said "it was fun to install," and it required no bracing or shoring.

Consoweld 10 is a heavier grade of the same durable, easy-to-clean laminated plastic seen everywhere on quality dinette tables, countertops, and fine furniture.

Consoweld's exclusive new 5-foot-wide, 10-foot-long panel is ideal for wainscoting. Consoweld is available in a wide variety of color-tuned patterns and panel sizes, in both Consoweld 10 for vertical applications, and the standard 1/16-inch Consoweld 6 for desks, lunch counters, tables, and other applications. Get complete information—mail the coupon for details and name of nearest distributor.



Beautifully situated, the modern building of the Stevenson, Washington, High School is an excellent example of contemporary school design. Along with other modern materials, the architects specified Consoweld 10 for corridor wainscotings. Consoweld is easy to install, and its durable surface stands up under hard use, with no painting and minimum maintenance. It's wear-proof, waterproof, and student-proof.

### MAIL THIS COUPON

Consoweld Corp., Wisconsin Rapids, Wisconsin NS-38

Please send me details on Consoweld 10 for school and other wall use, and name of nearest distributor.

Name

Firm

Address

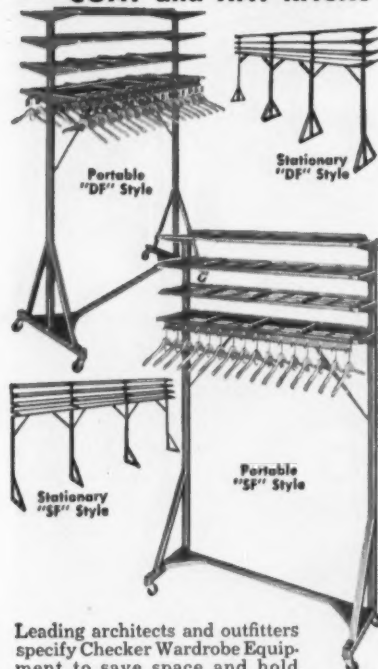
City  State

Please check type of business

Architect ☐ Builder ☐ School ☐ Other

## What's New ...

### Checker® COAT and HAT RACKS



Leading architects and outfitters specify Checker Wardrobe Equipment to save space and hold wraps in an efficient, sanitary and orderly manner. Hats rest on high ribbed, slotted shelves. Spaced hangers keep coats apart, open to light and air, visible and instantly available. SF Style units accommodate 4 or 5 persons per foot. DF style units accommodate 8 or 10. 3'2", 4'2" and 5'2" long "portable" units go wherever needed on large casters. "Stationary" units come on glides and can be anchored to floor. "WM" Style racks mount directly on any wall. All Checker racks are correctly engineered to interlock on left or right and to stand up under a full load. They will not tip over, sag, sway, creak or wobble. Built for lifetime service of strongly welded heavy gauge steel and square tubing and beautifully finished in modern baked on colors. They are vermin-proof and fireproof.

#### Style WM wall RACKS



#### Exclusive Checker Features



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**VOGEL-PETERSON CO.**  
1127 W. 37th Street • Chicago 9, Ill.

### Low-Priced Screen Has DeLuxe Features

Features usually expected in expensive projection screens are said to be incorporated into the new Picturemaster low-priced



screen. These include an automatic "toe-tip" leg opening, molded metal handle and a metal fabric support-bar which exposes no screen fabric when closed. The Radiant tear-drop case and molded metal goose-neck hanger are also used and the Hy-Flect glass-beaded fabric permits conversion of all square sizes for slides to oblong sizes for motion pictures. The new Picturemaster is made in eight sizes. **Radiant Mfg. Corp., P.O. Box #5640, Chicago 80.**

For more details circle #343 on mailing card.

### Self-Polishing Floor Dressing Contains No Wax

The new Masury-Young Poly-Glo floor dressing is a long-wearing, self-polishing substance which contains no wax or solvents. It is easy to apply and may be used on asphalt, rubber, linoleum, vinyl, sealed wood, terrazzo, concrete and all other resilient and non-resilient floors. Poly-Glo dries in minutes leaving a hard, glossy transparent film without buffing. It is supplied in five, 30 and 55-gallon containers. **Masury-Young Co., 76 Roland St., Boston 29, Mass.**

For more details circle #344 on mailing card.

### Strathmore Window Shade Has Self-Woven Stripe



A self-woven stripe gives individuality and interest to the new Strathmore window shade manufactured by Joanna Western Mills Company of Chicago. Made of

sturdy cloth with an invisible vinyl coating which makes it washable, rain-resistant and flameproof, the new window shade gives an attractive appearance to windows in offices, teachers' rooms, classrooms and special areas of the school. It is also especially suited to use in dormitories and other residence buildings which may be a part of the school plant.

The new shade is offered in white and light beige in sizes up to 54 inches wide, mounted on a quiet, dependable roller. **Window Shade Mfrs. Assn., 341 Madison Ave., New York 17.**

For more details circle #345 on mailing card.

### Smaller Cafeteria Tables With Space Saver Trays

Cafeteria trays are now available in a new design to occupy less area, permitting the use of smaller tables, thus increasing room capacity. They also encourage pupils to keep dishes on trays while eating, facilitating clean-up. The design of the trays permits placing four on a 36-inch square table with space in the center for condiments.

The Toteline Space Saver Trays Number 429-7 are made of fiber glass and rein-



forced plastic. They are available in red, lemon-yellow, mint-green and pearl gray. Depth is 14 inches and the length along the flattened front edge is 22 1/2 inches. Space Saver Trays are durable, easy to clean and cannot warp, bend or rot. The smooth surface and rounded corners facilitate cleaning. A variety of more conventional trays are also made by the manufacturer. Their strength and attractive appearance, even after hard use, make them especially suitable for school use. **Molded Fiber Glass Tray Co., Linesville, Pa.**

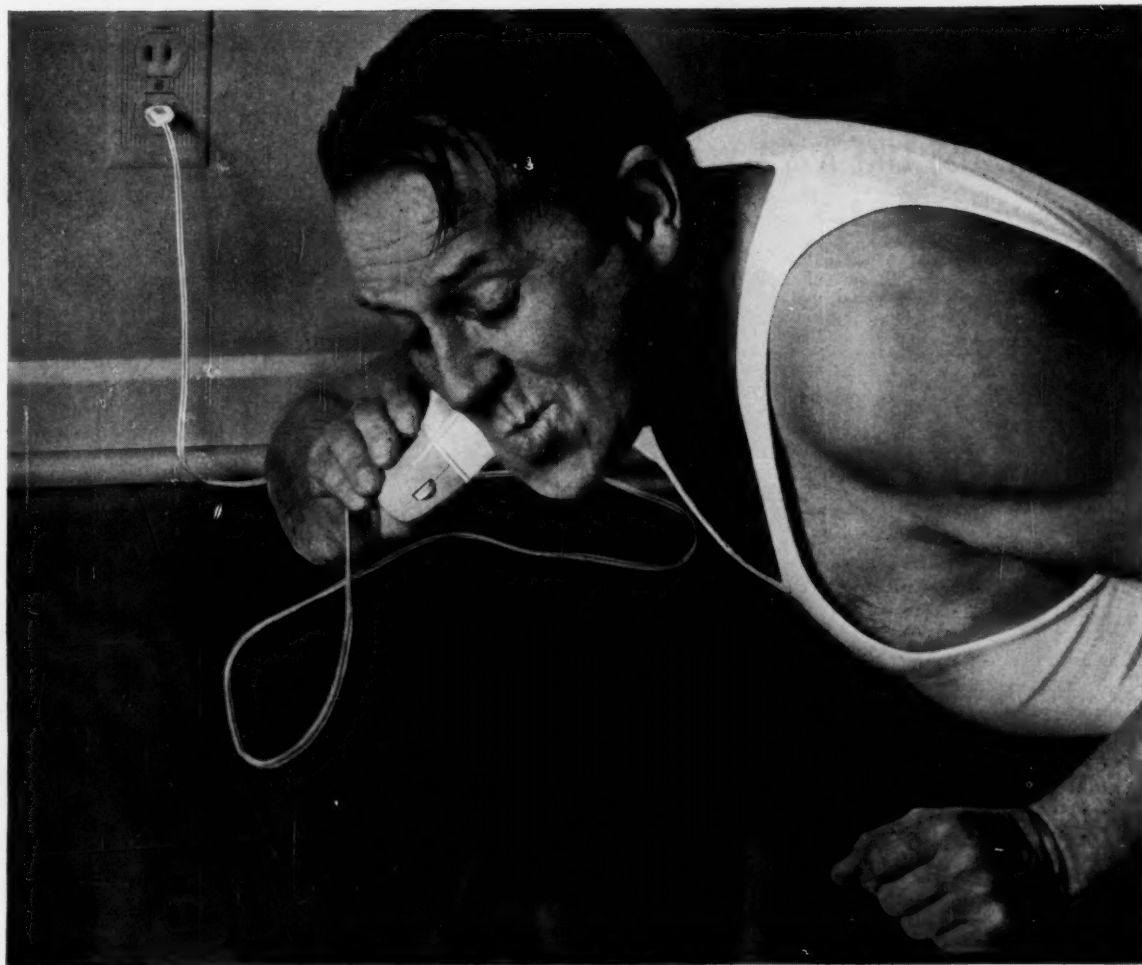
For more details circle #346 on mailing card.

### All-Purpose Detergent Is Safe on Hands

Excellent cleaning properties, without harm to hands, are claimed for the new Kelite A-P-C all-purpose, concentrated powdered detergent. Described as 100 per cent active, with no fillers of any kind, the new detergent has high sudsing and suds-staying power and is safe for use on all ordinary surfaces, including aluminum and durable painted surfaces. Kelite A-P-C is soluble in hot, cold, hard, soft or saline water and is designed for cleaning floors and equipment. **Kelite Corporation, 81 Industrial Rd., Berkeley Heights, N.J.**

For more details circle #347 on mailing card.

(Continued on page 162)



## It's easy to have beautiful floors... and still shave maintenance costs!

**Here's how it's done . . .** Clean floors with **FLOATS-OFF**, the concentrated synthetic detergent—its special cleaning booster makes dirt vanish in record time. Then, rinse. Let floor dry and apply **WATER-PROOF WAX**—it cuts waxing costs in half! Keep floor clean, dusted and polished (all at one time) with Holcomb's **DUSTLESS SWEEPER**.

With this three-step program we guarantee you'll find that floor care costs are the lowest possible . . . beauty the greatest . . . protection the longest lasting . . . maintenance the easiest.

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SCIENTIFIC CLEANING  
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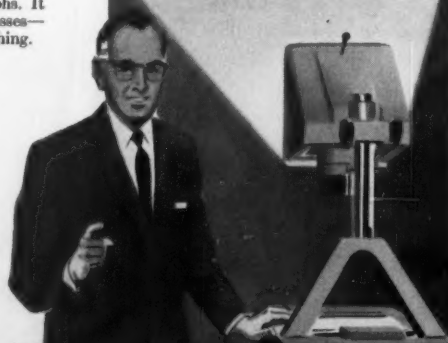
Nothing makes pupils comprehend and retain instruction like a combined aural and visual presentation. For adding visual impact, the Transpaque is invaluable.

With it, you can project any type of source or reference material including photographs. It will step up the attentiveness of your classes—and increase the efficiency of your teaching.

The Transpaque puts your materials on the screen with greater brightness than any other classroom projector. You don't have to project in a darkened room. Precision-made mechanically and optically.

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## transpaque visual communication projector!



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at a substantial long-range saving. Commercially pure aluminum is bonded to fence fabric wire and thus combines the strength of steel with the corrosion resistance of aluminum. ASTM salt spray tests show that for equal thickness of coating, the new aluminized wire outlasts galvanized wire by more than 2 to 1, yet with all the advantages of this new fence fabric it costs no more to buy and install a Page Chain Link Fence with ACCO Aluminized Fabric. In terms of years of unfailing service your investment can be halved or more. And to be sure of expert, reliable workmanship your fence will be engineered and erected by a nearby, long-experienced member of Page Fence Association. For helpful Page data...

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## What's New ...

### Literature and Services

• The results of a survey of college undergraduate opinion are presented in an Educational Relations Information Bulletin, "What Are the Young People Thinking?" published by General Electric, Schenectady 5, N.Y. It is the result of a series of questions presented to nearly 2000 undergraduates in 20 colleges and universities without revealing the sponsorship of the survey. The survey is made available to educators by General Electric as the company believes the results of the questionnaires have broader application than their original purpose.

For more details circle #348 on mailing card.

• The Lighting Division of Garden City Plating & Mfg. Co., 2475 Elston Ave., Chicago 47, presents "What to Look for in School Lighting." The eight-page booklet gives a brief and non-technical outline of the essentials of good lighting as applied to classrooms and secondary areas in schools. How much light is needed, what makes for comfortable lighting, and the economics of lighting fixture selection are some of the subjects covered.

For more details circle #349 on mailing card.

• "What Closed Circuit Television Means to You" is the subject of an informative booklet published by Blonder-Tongue Laboratories, Inc., 9 Alling St., Newark 2, N.J. The 16-page publication is a comprehensive presentation of typical closed circuit TV camera systems, applications and equipment. The benefits and economics of closed circuit TV are discussed with illustrations.

For more details circle #350 on mailing card.

• A new 20-page catalog on Emergency Lighting Systems for schools, hospitals and other institutions, is available from the Standard Electric Time Co., Springfield, Mass. Full descriptive information on the Standard Underwriters Laboratories approved systems is given in the new booklet which includes specifications on all components, fixtures and exit signs.

For more details circle #351 on mailing card.

• Specifications and general information on the new Toledo Adjustable Posture Chair Model 9610 are presented in a leaflet available from the Toledo Metal Furniture Co., 1100 Hastings St., Toledo 7, Ohio. How the chair, designed for the commercial classroom as well as for offices, adjusts for comfort and correct posture, is discussed, together with data on construction and engineering.

For more details circle #352 on mailing card.

• "So You're Going to Raise Funds" is the title of a new 55-page guide to the principles and technics of fund raising published by the National Publicity Council, 257 Fourth Ave., New York 10. It was written for use by all organizations who must raise funds from the public: colleges, schools, hospitals and similar groups. Individual copies are available from the Council at \$1.25 each, plus five cents postage, with special discounts on quantities.

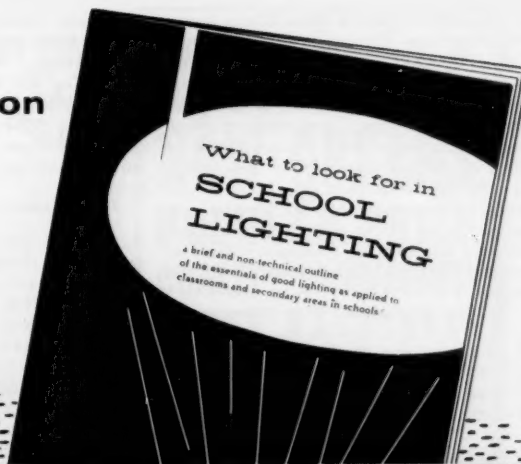
For more details circle #353 on mailing card.

(Continued on page 164)



a brief non-technical reference on

# School Lighting

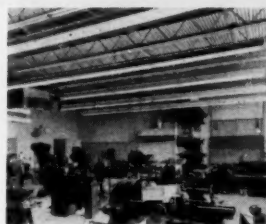
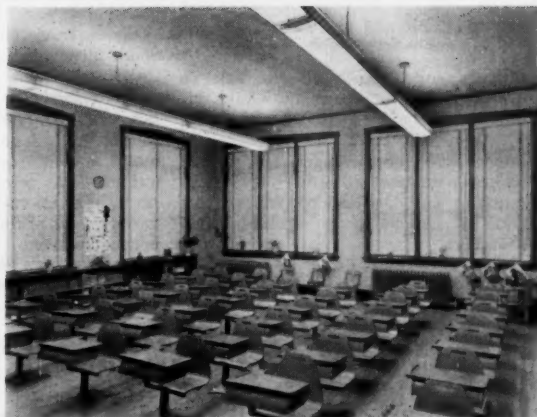


What are the basic considerations in school lighting? How much and what kind of light is needed? What difference does fixture design make?

You'll find the answer to these and many other questions in "What to look for in school lighting". For good school lighting poses many questions...encompasses conditions that vary from school room to school room.

This concise brochure is written especially for school executives...explains the essentials of good lighting and the different requirements in classroom, corridor, library and other school areas.

Photographs demonstrate the importance of an overall plan to cover the entire range of applications...from major requirements such as classroom lighting to minor requirements such as bulletin board and trophy case lighting.



*Send* today for your complimentary copy of "What to look for in school lighting".

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LIGHTING**

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In New York City 48 West 48th Street  
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In Canada Garcy of Canada, Ltd., 1244 Dufferin Street, Toronto

## What's New ...

• The 1958 Catalog of Glass Blocks is now available from Pittsburgh Corning Corp., One Gateway Center, Pittsburgh 22, Pa. Booklet CB-108 is a comprehensive 32-page catalog designed as a reference manual for administrators, architects and engineers. The recently introduced color glass blocks are presented in the catalog, as is the new concept of glass block curtain walls. Background material on the new uses of glass blocks with full information on light transmission, insulation values, accessory materials and specifications is also included.

For more details circle #354 on mailing card.

• The new line of Kimax heat-resistant glassware is included in the newly revised manual, "The Care and Handling of Glass Volumetric Apparatus," released by Kimble Glass Co., Toledo 1, Ohio. The 24-page booklet, designed for laboratory workers, technicians and students, gives valuable information and assistance in prolonging life and accuracy of glass measuring instruments. The manual, divided into four chapters, contains illustrations, tables and charts in addition to the text.

For more details circle #355 on mailing card.

• "Books and Records" is the title of a new catalog presented by Childcraft Equipment Co., Inc., 155 E. 23rd St., New York 10. Books and records for young children are arranged as they are used in conjunction with other play equipment, trips and classroom projects and the catalog is designed as a working guide for teachers.

For more details circle #356 on mailing card.

• A new condensed catalog of Powers Thermostatic Controls for Shower Baths, Hydrotherapy, Water Heaters, Heating, Ventilating and Air Conditioning Systems is now available from the Powers Regulator Co., 3434 Oakton St., Skokie, Ill. Nine basic types of temperature and pressure controls are discussed in the 12-page booklet.

For more details circle #357 on mailing card

• The full line of Bennett Waste Receptacles is illustrated and described in a new catalog released by Bennett Mfg. Co., Inc., Alden, N.Y. The new lines of Bennett Drum Tops and Bennett Sanitary Napkin Wall Receptacles are included in the eight-page catalog which also covers self-closing waste receptacles, drop-in receptacles, paper towel dispensers, toilet tissue dispensers, mirrors and fluorescent fixtures, burn baskets, sanitary napkin receptacles and garbage can enclosures.

For more details circle #358 on mailing card.

• "Color Symphony for School Interiors" is the subject of a 48-page booklet, plastic bound for easy opening and handling, available from The O'Brien Corporation, South Bend, Ind., at one dollar a copy. Color suggestions, with chips of the paint recommended, are given for each part of the school, beginning with the lobby and continuing through corridors, various classrooms, lounge, shops, cafeteria and auditorium. The comprehensive presentation gives suggestions for ceilings, walls in various areas of the school, furniture, floors and equipment.

For more details circle #359 on mailing card.

(Continued on page 166)

• "Stran-Steel Curtain Wall Panels . . . Complete Structural Systems" are the subject of a new 24-page catalog released by Stran-Steel Corp., Unit of National Steel Corp., Detroit 29, Mich. The new wide-flange shapes added to the line of steel architectural products manufactured by the company are presented in the new catalog. Diagrammatic drawings, installation photographs, specifications and other technical information relative to the line are included in the booklet. Data on Stran-Steel joists, studs, channels and ribbed decking are also presented.

For more details circle #360 on mailing card.

• A comprehensive laundry planning service for all types of schools and universities is now available to architects and administrators from the American Laundry Machinery Co., Cincinnati 12, Ohio. Finished plans are prepared by the company's survey engineers on receipt of basic information as to needs. Also available is the "Architect's Reference Guide" containing full information on the complete line of American Laundry equipment.

For more details circle #361 on mailing card.

• The new 12-page Paint Selector Catalog of Luminall Paints available from the National Chemical & Mfg. Co., 3617 S. May St., Chicago 9, is described as a complete guide for specifying latex emulsion and oil paints. General and specific painting specifications and surface preparation data are included with the comprehensive specification charts for all interior and exterior surfaces.

For more details circle #362 on mailing card.



### Statistics Prove It Pays To Install WORLD HAND DRYERS

Thoughtful Buyers  
Use WORLD  
Marshall Field & Co.  
Northwestern  
University  
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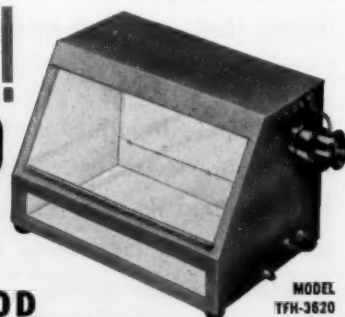
Yes, with WORLD . . . the dryer that really dries hands . . . you save up to \$600 yearly on towels and maintenance. Prove to yourself that WORLD . . . the modern, sanitary way to dry hands . . . costs less! Mail coupon, no obligation!

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Compact, flexible, safe and portable, the new Tolco Fume Hood can fulfill all Chemistry and General Science requirements at **LESS COST**. The ultramodern, compact design permits maximum usage with minimum maintenance cost. Finished completely with Grade AA acid resisting, baked-on porcelain enamel over aluminum.



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The lustrous,  
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DOLCOWAX spreads swiftly on large floor areas where in addition to appearance, safety and durability are major considerations. Premium quality DOLCOWAX is a money saver because it gives non-scuFF protection longer. DOLCOWAX second-coats beautifully without crawling. Easy to apply on linoleum, cork, asphalt tile, mastic, rubber, vinyl or sealed wood flooring.

For free sanitary survey  
of your premises consult  
your Dolge service man.

**Dependable**  
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WESTPORT, CONNECTICUT

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for Men  
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BEFORE YOU AUTO-MATE  
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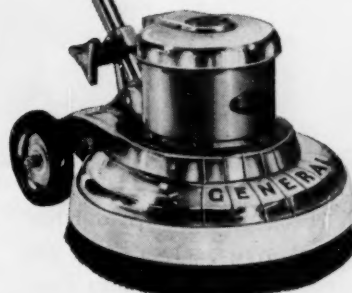


GENERAL KC  
Dyna-Craft Mid-  
weight Machine.

13" diameter  
operating brush  
spread. Portable!

GENERAL KC Extra Heavy Duty  
Machines with all these  
deluxe quality PLUS features:

1. FULLY ADJUSTABLE HANDLE.
2. BIG 6" SEMI-PNEUMATIC WHEELS.
3. LUXURIOUS WHITE RUBBER WRAP-AROUND BUMPER.
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Full range of sizes —  
from 13" to 23" diameter  
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GENERAL Heavy  
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World's Most Complete Line of Industrial and Household  
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All Sizes for All Types of Floors — Made by Floor Machine Specialists

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STATE \_\_\_\_\_

NS-3



## What's New...

• "Have you heard about 'Mr. B Natural'?" Mr. B Natural is the spirit of music and an authority on music. And "Mr. B Natural" is the title of a 27-minute film which explores the basic objectives and values of music through the delightful character known as Mr. B Natural and what he does to help a twelve year old boy realize how he can express himself through music. The film, available to school groups without charge through C. G. Conn Ltd., Elkhart, Ind., manufacturer of quality band instruments, is handled as professional entertainment with an interesting message for school officials and department heads, bandmasters, parents and students.

For more details circle #363 on mailing card.

• The use of soup by itself and combined with other foods for inexpensive but healthful and tasty dishes for the lunch menu, as well as for other meals, is the subject of an attractive new brochure released by the Heinz Food Service Center, H. J. Heinz Co., Pittsburgh 30, Pa. Entitled "For Profit Cook With Soup," the 48-page booklet contains many suggestions and quantity recipes for soups and garnishes and for meat, fish, poultry, meat substitute and vegetable dishes combined with soup. How tasty sauces can be quickly prepared from soups, and special sandwich recipes are included. Even dessert recipes using soup are given. The relatively inexpensive menu suggestions,

with the saving in preparation time, make the recipes of even greater significance than their obvious taste appeal.

For more details circle #364 on mailing card.

• School administrators, and department heads responsible for food service, will find helpful information on canned foods in two new items offered by the American Can Co., 100 Park Ave., New York 17. They include a manual, "Purchase and Use of Canned Foods," designed for the use of the institutional meal planner and food buyer, and a set of labels showing can sizes, weight and cup capacity, and foods commonly packed in various sizes.

For more details circle #365 on mailing card.

• "Hallowell Steel Shop Equipment" is the subject of a new eight-page catalog offered by Standard Pressed Steel Co., Box 536, Jenkintown, Pa. The complete line of SPS steel shop equipment is illustrated and described, including equipment for shop and laboratory.

For more details circle #366 on mailing card.

• Highlights of the Smithcraft fluorescent lighting equipment line are given in a new eight-page 1958 Condensed Catalog released by Smithcraft Lighting, Chelsea 50, Mass. The catalog is designed to serve as a handy reference guide to the complete line of fluorescent lighting equipment manufactured by the company and provides descriptive information, illumination data and illustrations, in addition to "four good new ideas in lighting."

For more details circle #367 on mailing card.

• Five new catalogs, describing more than 750 films and 1400 filmstrips, many of them correlated with basic textbooks, are now available as a result of the recent merger of Young America Films with the McGraw-Hill Text-Film Department, 330 W. 42nd St., New York 36. Young America Films are primarily intended for elementary schools and the McGraw-Hill Text-Film Dept. specializes in films and filmstrips for high school, college and adult education. Complete subject indexes and notations of age levels are included in the catalogs which cover all educational and guidance subjects.

For more details circle #368 on mailing card.

• The advantages offered by use of the open shelf filing unit known as Verti-File are discussed in a new brochure entitled "If you have a space problem for files . . . you'll like this!" Released by Deluxe Metal Furniture Co., Warren, Pa., the folder describes the savings in floor space and in equipment cost possible with Verti-File, a cabinet-type unit with several variations to meet particular needs.

For more details circle #369 on mailing card.

• "Inspection, Maintenance and Protection of Standpipe and Inside Hose Systems" is the subject of a new Safety Code issued by the Fire Equipment Manufacturers' Association, Inc., One Gateway Center, Pittsburgh 22, Pa. The new Safety Code reviews the various services performed by a standpipe and inside hose system and gives specific guidance for periodic inspection of all components in the system, with instructions for maintenance.

For more details circle #370 on mailing card.

(Continued on page 168)



A check made in ten different school systems located in one state — all using Mosinee Turn-Towl service — revealed the cost of providing washroom towel service was less than 25¢ per pupil per year.

Surveys show that where non-controlled service with a lower quality towel than Turn-Towls is used, the cost of similar service runs between 30¢ and 55¢ per pupil per year. Good reason for using Turn-Towls.

*Find out how Turn-Towls can improve your washroom towel service. Send coupon below for more information.*



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City..... Zone..... State.....





1958



1959



1960



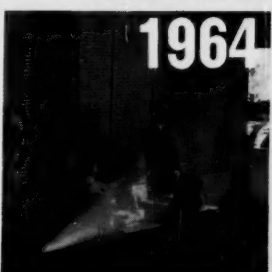
1961



1962



1963



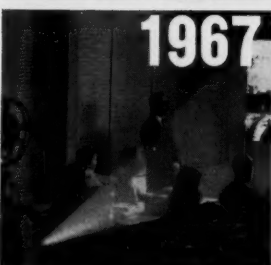
1964



1965



1966



1967



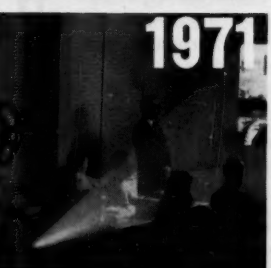
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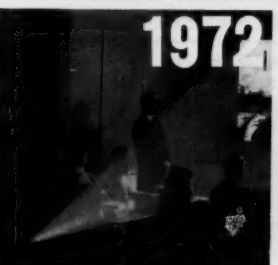
1969



1970



1971



1972

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FLEXALUM A-V BLINDS GIVE YOU EVERYTHING FROM FULL DAYLIGHT (WITHOUT GLARE) TO "PROJECTION" DARKNESS—yet they *cost less to install* than any combination of black-out and conventional window covering. What's more, they *cost less to maintain*, too. Flexalum's special spring-tempered aluminum, wipe clean plastic tape and nylon cord give years of trouble-free service. (That's certainly a comfort in these days of ever-increasing maintenance costs.) And, the greater number of slats per blind, special tape construction and light trap channels enable you to turn any classroom into a dark auditorium at the flick of a cord. Less light comes in...less money goes out—with Flexalum A-V blinds...sold with a written five year guarantee by Hunter Douglas Aluminum Division of Bridgeport Brass Co.

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(NS-3-58)

I am interested in getting (at no obligation) ☐ specification data  
☐ cost estimates on Flexalum® Audio-Visual Blinds

NAME.....TITLE.....  
(Please Print)

SCHOOL.....

ADDRESS.....

CITY.....STATE.....

## What's New...

# MAKE STEPS SAFE!

## MELFLEX

### Molded Rubber STEP TREADS

Give Lasting SAFETY  
with Colorful Beauty

In Marbleized  
Colors or  
Black



Square  
Nose  
Type



Curved  
Nose  
Type



W-51  
Transit  
Type

For  
Heavy Duty  
Outside Service

Rugged  
Durability,  
Quick Draining,  
Self Cleaning

All-black treads for extra heavy duty service are 1/4" thick... Marbleized treads in green, blue, terra-cotta, brown, gray are 3/16" thick. Color is permanent regardless of wear. Can be matched with riser and landing coverings for decoration. Apply permanently with Melastic water-proof bonding cement to wood, concrete, metal, tile steps. Treads are supplied trimmed to fit your steps—no cutting or waste.

### MELFLEX PRODUCTS CO., Inc.

C410 S. Broadway, Akron 8, Ohio  
Please send catalog and prices of Step  
Treads and other SAFETY products.

Name.....  
Firm.....  
Street.....  
City & State.....

• RCA Electronic Equipment of particular interest in the educational field is discussed in a new 16-page booklet entitled "Aids to Education" and published by the Radio Corporation of America, Educational Services, Dept. 57, Camden 2, N.J. Subjects covered include sound systems, projectors, recorders, phonographs, radios, TV teaching systems, educational broadcast equipment, electron microscope, test equipment, and tubes, and records. The catalog gives a broad picture of the many audio-visual and other aids available through RCA for educational use, with information on RCA educational services and field engineers.

For more details circle #371 on mailing card.

• Information on Sanitation and Maintenance Products is offered in a new 44-page catalog published by Huntington Laboratories, Huntington, Ind. Descriptive information is given on all products in the line and tells what the product is made of, how it works, where it may be most efficiently and economically used and helpful hints contributed by experienced maintenance men. A sound maintenance program is discussed and products listed include floor maintenance, soaps, germicides, insecticides, cleaning compounds, soap dispensing equipment, floor machines and Huntington specialties.

For more details circle #372 on mailing card.

• The new Vapormatic Electric Food Warmer with the Dial-a-Food Control is the subject of a six-page descriptive circular released by The Bastian-Blessing Co., 4203 W. Peterson Ave., Chicago 30. Illustrations of the five models available are shown, with information on the advantages of the new moist heat method of keeping food warm.

For more details circle #373 on mailing card.

• The electrically operated E-Z-Fold basketball backstops, which fold safely out of the way when not needed, are illustrated and described in a new eight-page catalog issued by E-Z-Fold, Inc., Spearville, Kans. Full data on the tubular welded backstops with a minimum of parts, which fold efficiently and easily, are included in the catalog. Line drawings illustrate the parts and operation, and photographs show installations.

For more details circle #374 on mailing card.

• Produced primarily to interest young people in entering the field of hearing correction and speech therapy, "Reach Into Silence" is a new film available through Beltone Hearing Aid Co., 2900 W. 36th St., Chicago 32. The film is 13½ minutes in length and shows the methods used to train teachers for the job of helping deaf children to speak.

For more details circle #375 on mailing card.

• The new directory of the National Audio-Visual Assn., Box 337, Fairfax, Va., is now available. The NAVA Membership List and Trade Directory contains information on the specific services offered by approximately 400 audio-visual dealers. Dealers are listed by geographical location for better service to users, and codes indicate the services available from each.

For more details circle #376 on mailing card.

(Continued on page 172)

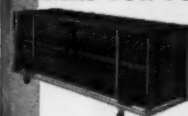
## Monroe FOLDING BANQUET TABLES



Direct Prices  
and Discounts to  
Schools, Churches,  
Clubs, Lodges and  
All Organizations

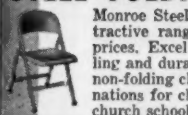
COMPLETE CATALOG  
ON REQUEST

## TRUCKS FOR FOLDING TABLES



Monroe TS (transport - storage) Trucks make handling and storing of Folding Tables easy and quick. Combination offers.

## STEEL FOLDING CHAIRS



Monroe Steel Folding Chairs in attractive range of styles, sizes and prices. Excel in comfort, easy handling and durability. Also full line of non-folding chairs, desks and combinations for classroom, cafeteria and church school use.

## PORTABLE PARTITIONS



Monroe's new movable partitions change idle space into useful areas. Smooth Masonite panels, tubular steel frames, Swivel pedestals, casters or glides.

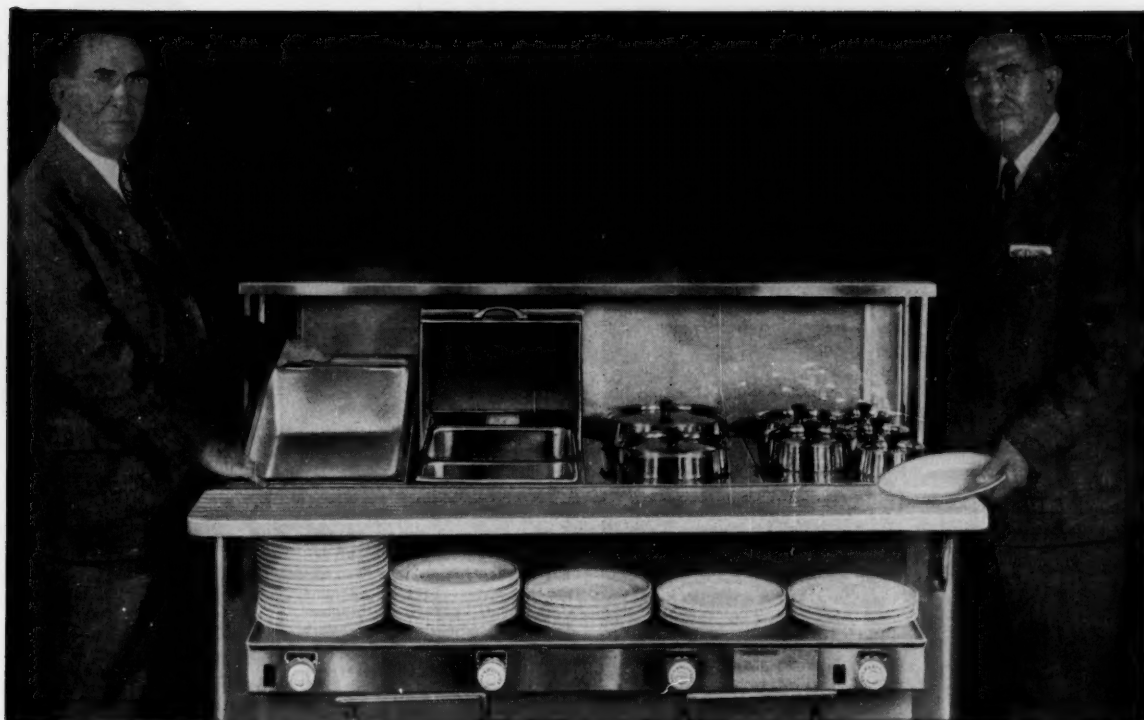
THE Monroe COMPANY  
76 Church St. Colfax, Iowa

## FREE from B-T an informative booklet on "WHAT CLOSED CIRCUIT TV MEANS TO YOU"

There are many applications within your organization that can be benefited by the use of closed circuit (industrial) TV. This free informative booklet gives you the complete facts on closed circuit TV—what it is—how it works—the equipment necessary—a checklist of areas that can be benefited—how industry, education, etc. use closed circuit TV.

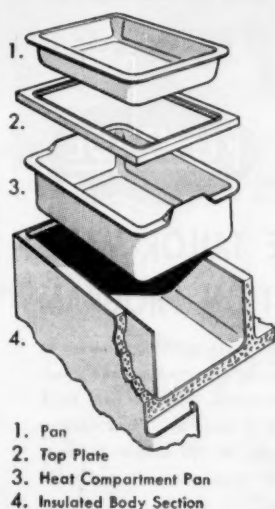
Learn all about it today by writing:

Blonder-Tongue Labs., Inc. Dept. NS-3  
9 Alling Street, Newark 2, N. J.  
Please send free booklet "What Closed  
Circuit TV Means To You."  
Company name.....  
Name.....  
Address.....  
City.....Zone.....State.....  
manufacturer of B-T Observer TV camera, DVM  
Video Monitors, Automatic Light Compensator



# *"Only* Thurmaduke Waterless Food Warmers give you **DOUBLE FEATURE VALUE** as standard equipment"

... says M. P. Duke, President, Duke Manufacturing Co.



## **1. Exclusive lift-out heat compartment pan saves time and trouble!**

Removable Heat Compartment Pan eliminates the time and work of cleaning out unsanitary collection of spilled foods under storage pans. Just remove the food storage pan and top plate ... lift out the Heat Compartment Pan ... rinse out in sink and replace. That's all!

Made by Wear-Ever exclusively for Duke, to Duke specifications. Special, hard wrought, long-lasting aluminum alloy assures an *even spread* of heat over entire pan area. Stops "hot spots" ... heats faster ... makes food taste better!

## **2. Exclusive one-piece integral dish shelf gives you added safety and convenience!**

Popular 9½" dish shelf gives you extra, close-at-hand storage convenience ... plus complete safety! Permits stacking of full size plates ... protects thermostats.

Gives you convenient, easily accessible controls ... right at your finger tips! Mirror finish stainless steel wipes clean easily, too.

Before you buy, compare original Thurmaduke design features with any food warming equipment on the market. Comparison proves ... you get more for your money with Thurmaduke!

# **THURMADUKE**

DUKE MANUFACTURING CO.

DEPT. NO. 93 • ST. LOUIS 6, MO.



Thurmaduke Portable Food Warmers

Service Tables

Cafeteria Counters





Stockton School, East Orange, N. J., showing Thonet 1216 chairs and 801 desks.

## UNEXCELLED

*for simplicity,  
comfort  
and strength*



127 years  
makers of  
chairs and  
tables for  
public use.

6340 tablet arm chair  
seat: 17 x 17"  
tablet: 12 x 23"

Write us about your seating  
needs. We will send  
appropriate illustrated material.

**THONET INDUSTRIES, INC., Dept. G**  
ONE PARK AVENUE, NEW YORK 18, N. Y.

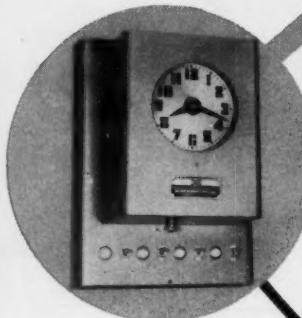


**SHOWROOMS:** NEW YORK, CHICAGO, DALLAS, LOS ANGELES,  
MIAMI, STATESVILLE, N. C.

# Montgomery

... fully automatic  
... easy to install  
... trouble free

**SYNCHRONOUS  
PROGRAM  
CLOCKS**



**New! Multi-circuit Clock**  
Operates up to 5 separate  
schedules on 1 to 5 groups  
of signals. 12 or 24 hour  
models. Signals from 2 to 25  
seconds duration. Calendar  
switch regulates operation.  
Program mechanism and  
clock movements perfectly  
synchronized; set simply by  
turning clock hands. Use  
pushbuttons without disturb-  
ing automatic operation.



**One & Two Circuit Clocks**  
Activate 1 or 2 circuits on pre-  
arranged schedules. 12 or 24  
hour models. Automatic cal-  
endar switch. Set by turning  
clock hands; perfect synchroniza-  
tion. Push buttons do not disturb  
automatic operation. Easily instal-  
led with new or existing system.  
**Attention School Officials:**  
Have your architect specify a  
Montgomery Clock for new con-  
struction.

**SEE YOUR SCHOOL SUPPLY DEALER FOR DETAILED INFORMATION**

**MONTGOMERY MFG. CO., OWENSVILLE, INDIANA**

## How To Trim Food Service Expenses in the Face of Rising Costs



**KLENZADE**

## KLENZADE TAILOR-MADE COMPLETE SANITATION PROGRAMS

Qualified Klenzade Technicians will make a complete survey of  
your food operation and set up sanitation procedures and sched-  
ules to meet your particular conditions. Klenzade will teach  
your kitchen personnel to "keep it clean . . . and keep it  
longer." Why not take advantage of this unique Klenzade  
service that adds new zest to your food, cuts costs, and fresh-  
ens up your entire food facilities.

**What  
You Get!**

Sparkling equipment, dishes, glasses, utensils. "Out-  
of-doors" atmosphere, free of "scullery" odors. Fresh  
clean food flavors — smiles instead of complaints.  
Elimination of detergent waste, over-use, duplicated  
products, inefficient cleaning.

**Write for Information on Complete Sanitation Survey**

**KLENZADE PRODUCTS, INC.**  
BELOIT, WISCONSIN



## NEW FLOOR PATCH



A new chemical-resistant, high-strength patching material that can be applied to concrete floors without preliminary surface preparation is now available from The Garland Co., Cleveland 5, Ohio.

Known as Chemi-Patch, it bonds tightly to concrete without requiring prior chipping or cutting around the area to be repaired.

Light wire brushing to remove dirt and loose particles provides complete assurance of proper adhesion.

Chemi-Patch forms a durable, non-slip surface with 3 times the compressive strength of concrete. It is unaffected by hydrochloric, lactic and acetic acids as well as urea solution and ammonium hydroxide. It also is resistant to salts, petroleum products, vegetable and fruit sugars, oils and caustics.

Easily troweled on, Chemi-Patch can be applied in  $\frac{1}{8}$ -inch layers and can be feather-edged. It is ready for light traffic in 18 hours and heavy steel wheel trucking in 36 hours. Available in handy 2½-gallon containers.

For additional information, request bulletin CP-1, The Garland Co., Cleveland 5, Ohio.



For easier, faster handling of  
FOLDING CHAIRS AND TABLES



- ★ Saves time!
- ★ Saves effort!
- ★ Reduces noise and confusion
- ★ Helps solve storage problems!



COMPLETE LINE OF  
FOLDING TABLES



FOLDING PLATFORMS & STAGES

Simplify moving and storage of folding chairs and tables with a Midwest Caddy. Designed to handle all types of folding chairs and all sizes of folding tables. Adjustable models available for partial loads. Built for rugged service. Easy to handle.



CHORAL AND BAND STANDS

Write for complete catalog

**Midwest**

**FOLDING PRODUCTS**

SALES  
CORP.

Dept. 78B, ROSELLE, ILLINOIS

## FOR MODERN ADMINISTRATION

**Rauland**

MODEL S224

**LOW-COST SCHOOL  
INTERCOMMUNICATION SYSTEM**



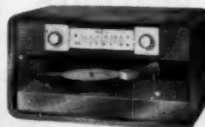
### 2-Way Communication and Program Facilities

- ★ For up to 48 rooms
- ★ "All-Call" feature
- ★ Volume level indicator
- ★ Remote mike operation
- ★ Matching radio and phonograph available

This compact, precision-built system providing low-cost 2-way communication facilities is ideal for efficient supervision of all school activities. Announcements, speeches and voice messages can be made by microphone to any or all rooms (up to a total of 48); speech origination from any room to the central cabinet is available. Includes "All-Call" feature for simple instantaneous operation. Has input connections for remote microphone, radio, phonograph and tape recorder. Housed in compact, attractive all-steel blue-gray cabinet suitable for desk or table. When combined with the S404 matching radio-phonograph below, a complete centralized school sound system is achieved at a remarkably low cost, within the means of even the smallest school.

### MATCHING MODEL S404 RADIO AND PHONOGRAPH

Combines perfectly with the S224 system. Provides complete facilities for the distribution and control of radio and phonograph programs. Includes precision-built FM-AM radio tuner and high quality 3-speed record player. The matching S404 and S224 units may be stacked compactly to conserve desk space. Together, they form a complete and versatile sound system offering either communication or program facilities at the lowest cost.



Other RAULAND School Sound Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for auditorium and athletic field sound coverage.

## RAULAND-BORG CORPORATION

- Rauland-Borg Corporation
- 3515 Addison St., Dept. N, Chicago 18, Ill.
- ☐ Send full details on all RAULAND School Sound Systems.
- We have \_\_\_\_\_ classrooms.
- Name \_\_\_\_\_ Title \_\_\_\_\_
- School \_\_\_\_\_
- Address \_\_\_\_\_
- City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

## What's New ...

• **No. C-57** is a comprehensive lighting equipment catalog offered by The Wakefield Company, Vermilion, Ohio. A visual index of thirteen basic models, with which innumerable combinations of types, materials, designs and color patterns can be created, is followed by 60 pages of data. These include details for laying out countless designs of Wakefield Ceiling '58, factual data on dimensions and light distribution, and charts, tables and diagrammatic drawings to illustrate the facts presented.

For more details circle #377 on mailing card.

• **"Boring Tools for Woodworking"** is the subject covered in a new set of 35mm black and white visual aid filmstrips available at nominal cost from Stanley Tools, Educational Dept., 111 Elm St., New Britain, Conn. The new series of nine filmstrips illustrates the different types and uses of boring tools and was produced with the cooperation of shop and visual aids instructors.

For more details circle #378 on mailing card.

### Film Releases

"The Human Body: Digestive System," 1 1/4 reels, 13 1/2 minutes; "How Green Plants Make and Use Food," 1 reel, 11 minutes; "United States Expansion: The Northwest Territory," 1 1/4 reels, 13 1/2 minutes; "Yugoslavia," 1 reel, 11 minutes; "Yugoslav Village," 3/4 reel, 8 minutes, all 16mm films, sound, black-and-white or color. Coronet Films, 65 E. South Water St., Chicago 1.

For more details circle #379 on mailing card.

### Suppliers' News

**American Photocopy Equipment Co., 1920 Peterson Ave., Chicago 26,** announces a leasing plan for its photocopy equipment. Under the plan, according to the report, Apeco will lend its standard equipment for a base period of 36 months at a nominal monthly rate, although equipment may also be purchased outright.

**Clarke Sanding Machine Co., Muskegon, Mich.,** manufacturer of floor finishing and maintenance equipment, announces the purchase of the **Modern Power Sweeper Co., Azusa, Calif.** All orders for both machines and service parts will be handled by Clarke, according to the announcement made by **Ernest Cooper, President.**

**Formica Corporation, 4614 Spring Grove Ave., Cincinnati 32, Ohio,** a subsidiary of **American Cyanamid Company,** announces the formation of a **Decorative Arts Department** to provide original paintings, murals and patterns permanently preserved in tough, washable laminated plastics. Several processes have been developed for Formica Decorative Arts and are available to schools and other institutions desiring customized art work that will last indefinitely with minimum upkeep.

**Pullman Vacuum Cleaner Corp., 25 Buick St., Boston 15, Mass.,** manufacturer of commercial vacuum cleaners, announces the purchase of the **Grow Floor Machine Company of Burbank, Calif.** Production

activities of the two-speed Grow floor machine will be transferred to the Pullman plant in Boston.

**Royal Metal Mfg. Co.,** manufacturer of metal furniture, announces consolidation of its executive offices in its New York headquarters, **One Park Ave., New York 16,** and the moving of its showroom in Chicago to the Merchandise Mart as of February 1. The new moves were effected to give expanded customer service.

**United States Bronze Sign Co., Inc.,** manufacturer of bronze, stainless steel, aluminum, porcelain enamel iron, galvaneal and plastic signs, plaques, memorials, building letters, bulletin boards, nameplates, and similar products, announces removal of its executive and sales offices to larger quarters at **101 W. 31st St., New York 1.** Production will continue at the modern plant and foundry at Woodside, N.Y.

**Wear-Ever Aluminum, Inc.,** is the new corporate name of the wholly-owned subsidiary of **Aluminum Company of America** formerly known as the **Aluminum Cooking Utensil Co., Inc.,** and manufacturer of a complete line of aluminum cooking and clinical utensils. Located in **New Kensington, Pa.,** the firm adopted **Wear-Ever** as a trade name in 1903 and the change in the corporate name is designed to eliminate duplication and confusion and to capitalize on the widespread recognition of the brand name.

### ALLIED'S best buys for schools

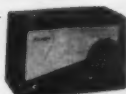


ONLY  
\$94.95

### Famous ALLIED knight-kits Best for Training



**10-in-1 Radio Lab Kit**  
Builds any one of 10 projects with simple wiring change; receiver, amplifier, oscillator, signal tracer, electronic relays, etc.  
\$3 Y 265. Only \$12.65



**"Ranger" AC-DC Radio Kit**  
Popular 5-tube super-het radio project. Thousands used in shop training. Teaches radio construction. Complete with cabinet.  
\$3 Y 735. Only \$17.25

See our catalog for dozens of other fine Knight-Kits

### NEW knight Dual-Speed Push-Button Automatic Tape Recorder

Judged "Best Buy" among recording experts and educators. Features push-button keys for instant recording, playback, rewind, stop or fast forward operation. Renowned for faithful reproduction. Has 2-speed (7 1/2" and 3 3/4" per second) dual-track recording mechanism and efficient erase system. Records up to 3 hours on a single tape. Hum-free transistorized preamplifier; quality 3-watt amplifier; 4 x 6" speaker; dual neon-glow level indicators; tone control; safety interlock to prevent accidental erasing. Simple to operate. Attractive portable case. Complete with microphone, 5" reel of tape and take-up reel. Shpg. wt., 29 lbs.  
91 RZ 751 Knight Recorder, only.....\$94.95

### FREE 404 PAGE 1958 CATALOG

Send for the leading buying guide to everything in electronics for the school: sound and recording equipment; KNIGHT-KITS for training; Lab instruments, tools, books, electronic parts. Write for FREE copy today.

**ALLIED RADIO**  
100 N. Western Ave., Dept. 10-C8  
Chicago 80, Ill.

## STOP WASHROOM VANDALISM IN YOUR SCHOOL, TOO!

LEARN HOW MAJOR SCHOOL SYSTEM CUT  
WASHROOM VANDALISM 96% WITH BOB-  
RICK "TAMPER-PROOF" SOAP DISPENSERS,  
CUT MAINTENANCE COSTS 50%.





Write today for your free copy of this factual interview with board officials of a 400 school system. Find out for yourself how the complete line of "Tamper-Proof" Bobrick Soap Dispensers can save your school hundreds of dollars each year on replacements due to washroom vandalism. You also save on initial cost, maintenance time and, most important, soap!

# Bobrick

### SOAP DISPENSERS

1214 NOSTRAND AVENUE  
1839 BLAKE AVENUE

BROOKLYN 25, NEW YORK  
LOS ANGELES 39, CALIF.

## Our school is a Happy School!

Make *YOUR* school a happy school with attractive, comfortable GRIGGS Tempo desks and chairs. The GRIGGS Tempo line of stay-in-style desks, chairs and tables, in five happy colors will lend the happy look to your classrooms. Illustrated are the Tempo desk No. 970 and chair No. 940. Desk has large, usable work top, ample storage shelves, and plenty of "moving around" room. The sturdy, comfortable No. 940 chair comes in eight proportioned sizes for a correct fit for any size youngster.

The GRIGGS Distributor in your area is ready to furnish quotations. Write GRIGGS for catalog of the complete Tempo line.



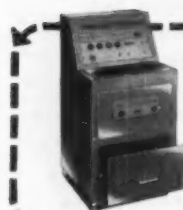
**GRIGGS**

EQUIPMENT, INC., Belton, Texas



*Budget Minded? Specify*

# BOGEN BUILDING-BLOCK SOUND SYSTEMS



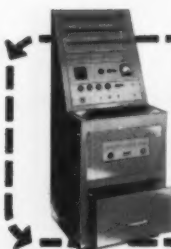
**start with this . . .**

The inexpensive Bogen single-channel console, with built-in radio tuner and slide-out record player, distributes radio programs, recordings and speech to any or all of 20 classrooms.



**add this . . .**

By the addition of a "top hat" of classroom selector switches, you can have facilities for up to 60 additional rooms.



**extend to this . . .**

Then, any time you wish, you can add an intercom panel to your console. This provides 2-way conversation with any teacher in the school.



**finally, graduate to this . . .**

Now, by adding several Bogen components, you can convert into a 2- or 3-channel system, and then distribute two or three programs simultaneously to different groups of rooms.

To find out all the things a Bogen Sound System can do in your school — and at the lowest possible cost — ask for our 16-page brochure.

**MAIL  
COUPON  
TODAY**



David Bogen Co.,  
Paramus, N. J. Dept. M-3  
Gentlemen: Send your 16-page brochure describing Bogen Sound Systems for Schools.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

☐ Please include the name and address of the Bogen Sound Specialist nearest me.

*Manufacturers of High-Fidelity Components, Public Address  
Equipment and Intercommunication Systems.*

**WOTTA  
SNAP!!**



They're



**Closed  
Deck**

## Roll-Out Gym Seats

All-closed deck construction means a clean floor under the stands. There's no need to laboriously sweep under the seats before rolling them away. Good looking, they're safer, too, and reduce insurance costs. Now available in GENUINE MAHOGANY. Specify Hussey Roll-Outs on your next seating job.

*Write, Wire or Phone Collect*

HUSSEY MFG. CO., INC., 5820 R.R. AVE., NO. BERWICK, MAINE

## New HALVERSON All-Metal MAGAZINE-WORKBOOK DISPLAY RACK

*New, Wider, Mid-Section  
for "Life-size" books*

30 pockets  
in 10 tiers

Functional  
tilt-back keeps  
copies erect

Wide, 11"  
mid-section for  
oversize books

Adjustable  
floor glides

High base for  
better view

45" high, 31"  
wide, 15" deep  
at base. Pockets  
7 1/2" high  
(front), 11" high  
(back), 3/4" deep.

Holds up to  
**100**  
Periodicals  
at E-Z  
reading angle

**MODEL 30-PX  
Only**

**\$44<sup>50</sup>**

with Adjustable Glides  
F.O.B. Chicago

with Ball Bearing  
Casters  
(2 locking)

**\$52<sup>00</sup>**

**Satisfaction  
Guaranteed**

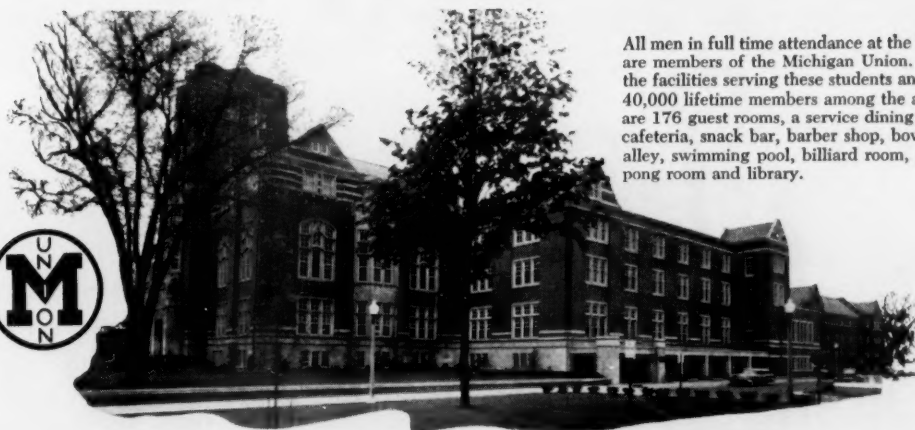
Here's ideal E-Z SEE, SELECT and REPLACE convenience! Displays 30 titles, holds several of each, in less than half the area of a table. Saves space. Avoids torn covers, sorting, constant tidying up. All-steel finished in Gray Hammerloid baked enamel. Shipped completely set up—no screws or bolts to assemble.

## HALVERSON SPECIALTY SALES

2027 W. North Avenue • Chicago 47, Illinois

Subsidiary of MIM-E-O STENCIL FILES COMPANY





All men in full time attendance at the University are members of the Michigan Union. Among the facilities serving these students and over 40,000 lifetime members among the alumni are 176 guest rooms, a service dining room, cafeteria, snack bar, barber shop, bowling alley, swimming pool, billiard room, ping pong room and library.

## The University of Michigan Union chooses *Libbey Heat-Treated Safedge Glassware*



THE SNACK BAR at the recently completed \$2 million addition to the Michigan Union seats 400. For beverages and self-service water in the new Snack Bar as in the Union's Cafeteria and main Dining Room, Libbey Heat-Treated Safedge Glassware, decorated with the Michigan Union Crest, was selected exclusively.

This amazingly durable glassware is extremely resistant to the hard treatment resulting from self-service, and to scratching frequently encountered during washing and sterilizing. Its durability is further assured by the famous Libbey guarantee: "A new

glass if the rim of a Libbey 'Safedge' glass ever chips." The special Michigan Union crest personalizes each glass and adds distinction to the service.

Libbey's complete line provides attractive, durable glassware for every use. Its economy in operation has been proved in leading dining places across the country. Whatever your glassware requirements, whether large or small, you can rely on Libbey for the utmost satisfaction.

See your Libbey Supply Dealer now, or write to Libbey Glass, Division of Owens-Illinois, Toledo 1, Ohio.



Water Glass  
HT 610, 9½-oz.

The snack bar at  
the Michigan Union



**LIBBEY SAFEDGE GLASSWARE**  
AN **®** PRODUCT

**OWENS-ILLINOIS**  
GENERAL OFFICES • TOLEDO 1, OHIO

A continuing series of outstanding office buildings, schools, churches, hospitals, and industrial structures using NORTON DOOR CLOSERS.

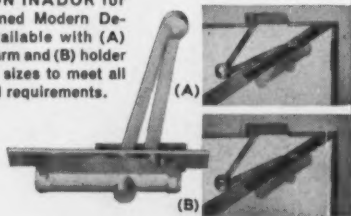


JOHN E. BRINK, A.I.A.—STATE ARCHITECT

## New Kansas State Office Building Joins the Distinguished Roster of Norton Inador® Users

### Complete Norton Line Meets Every Door Closer Need

NORTON INADOR for Streamlined Modern Design Available with (A) regular arm and (B) holder arm...4 sizes to meet all standard requirements.



NORTON 750: New corner design with concealed arms for all type doors, particularly narrow rail doors.



Norton Surface-type Closers are available for all installations where concealment is not essential.



NORTON 703E: Compact surface mounted type...first closer with extruded aluminum alloy shell.

An interior to match the dramatic simplicity of this imposing exterior called for painstaking attention to every detail, including door closers. The *Norton Inador* Closer was selected because it is so nearly invisible. Its compact mechanism being entirely concealed in a mortise in the top rail of the door, there is nothing to detract from the beauty of the door itself.

There is also no sacrifice of efficiency. Every *Norton Inador* is designed and built to last longer...require less maintenance and provide the long-range economies imperative in all public buildings. If, therefore, you now have such a building "on the boards," investigate *Norton Inador* while door closer specifications are still undecided. Write today for FREE copy of the new catalog on Norton's full line of concealed and surface door closers including important new models.

FOR ADDITIONAL MODELS, CONSULT NEW #57 CATALOG

# NORTON DOOR CLOSERS

Dept. NS-38 • Berrien Springs, Michigan



# INDEX TO "WHAT'S NEW"

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- 307 School Furniture Line  
The Peabody Seating Co., Inc.
- 308 Pockless Valve  
The Powers Regulator Co.
- 309 "Fold-a-Way" Stage  
Haldeman-Homme Mfg. Co.
- 310 703E Door Closer  
Norton Door Closer Co.
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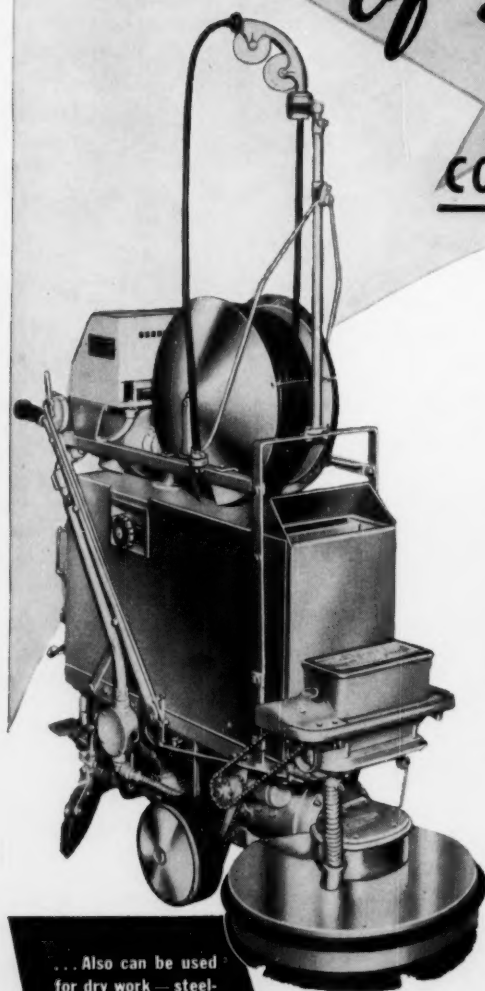
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